

Master's degree thesis

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INTERNAL COMMUNICATION CROSSING BORDERS

**– An exploratory and quantitative approach on what
employees find important**

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Abstract

Communication and culture go hand in hand. The importance of both topics is exposed by the enormous amount of research that has been done in their name. How these two topics intertwine has also been given a great deal of attention, and there seems to be an agreement that both topics require attention in corporate contexts. Compared to all the research done on what is important for intercultural communication and what is important for internal communication, the research done combining the two with the voice of the employees on the front row is marginal.

That is what this thesis wanted to explore – *what the employees of a multinational company perceive as important for the internal communication, crossing cultural borders*. The field to be investigated was laid by selected research and other academic work highlighting different aspects of either one or both of the topics. An exploratory design with a quantitative approach was chosen as the right way to go, with the objective of reaching out to as many employees of the chosen multinational company as possible.

The selected research seemed to fit the perception of the multinational company's employees, but not in the contexts originally anticipated, which was revealed by factor analyses. Even though the initial take on the aspects were off, a good and relatively clear model revealed itself. It turned out that successful intercultural-internal communication split into an organizational and individual level, where different aspects explained either one or both of these levels. Being familiar with cultural differences predicted the individual level best, whereas what opportunities the channel presented in terms of storage, confirmation and accessibility best foresaw the organizational level.

Based on the results obtained, the multinational company could take the employees' opinion into account, and see to that information on cultural encounters is easily accessed and reached, to enable their employees to stay attentive and ready for the multicultural environment they operate in.

TJLV – My rock and haven

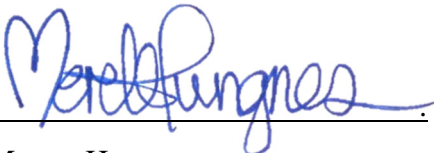
Preface

This thesis has been written as part of the Master of Science program, International Business and Marketing, at Aalesund University College (Ålesund, Norway). The thesis counts for 30 of the total 120 ECTS credits of the master program.

All of my academic career culture in business contexts has continuously intrigued me. Getting the opportunity to write a thesis on my favorite topic, in collaboration with a renowned multinational company, is a wish coming true. I would like to express my gratitude to the respondents of the survey and especially to those who have been my contacts on the inside (you know who you are). I could not have done this without your input and assistance.

Appreciations are in place to my family and friends who have stood by my side with reflections and curiosity throughout this entire process. Last, but definitely not least, my supervisor Professor Jon Ivar Håvold, at Aalesund University College, who has provided me with guidance, support and inspiration until the very last stroke of the keyboard: Thank you, it has been a pleasure.

Ålesund / June 12th, 2014



Merete Hungnes

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1 Introduction

Communication is a part of everyone's life, whether one is aware of it or not. Information pass from one person to another often without as much as a thought in regards of who the message is passed to, how it is passed on, and the reactions to it. Luckily, it is not always necessary to think it through all that well every time we communicate.

How communication flows inside one organization, might be different from how it flows in another. As organizations (usually) consist of more than one person, and might be a mix of very different people, one can assume that every organization is assembled differently than another. Does not that indicate that what is defined as good or bad flows of communication differ, as well? Either way, the importance of having a good flow of communication and the impact it may have on an organization and its people is documented and established. It has shown to have impact on efficiency, sick leaves, productivity, motivation and overall employee well-being (Erlie, 2003).

Communication is not necessarily easy, and by adding another level to it that multinational organizations deal with, communication does not get easier. When the element of "cross-cultural" is added there are even more details that need contemplation, and they should not be taken lightly. There are endless descriptions of not only single communications, but entire relationships that have been shattered because of unawareness regarding cultural differences. The list of misunderstandings and unconscious offences is close to uncountable. Language sounds obvious, but is merely scratching the surface of the hurdles that can make communicating everything but a "walk in the park".

The research done on the topic of culture is massive, and literature that describes and categorizes cultures dependent on different characteristics is accordingly (Lewis, 2006; Hofstede, et al. 2010; Trompenaars & Hampden-Turner, 2012). This thesis will not dive into this particular aspect of cross-cultural research. Behavioral guides for various cultures exist in piles. As already mentioned, organizations consist of people, and the people of an organization have to communicate with each other. If the organization is of multinational character, the employees should be able to communicate across cultures. This thesis will not try to discover how they should or should not do this. It will raise questions regarding what the employees find important for this communication to be successful – finding the employee perception of what is important for good internal communication that travels across different cultures.

The basis of this thesis is the candidate's belief that the information it might provide could be of value to the multinational company (from here on out named Company X) providing the respondents for the employee survey the thesis attained its data from. Maybe even other stakeholders engaged across cultures. It could lay a starting point for improvements *if* improvements appear to be in place. The seemingly lack of research, at least in the candidate's eyes, on what the employees see as important to cross-cultural communication is also a motivational factor. The research objects for this thesis are the employees of a large multinational company, who communicate with people from all over the globe, often traveling the world and meeting foreign colleagues in person while they do it. Hall (1960) argues in his essay "*The Silent Language in Overseas Business*" that a foundation to get a true understanding of different cultures in given countries, takes years.

The thesis is constructed with a theory chapter coming first, which introduces the theoretical aspects of the thesis' topics, while continuing with a chapter describing the methodology and tools applied. The methodology and its related tools were applied to the data collected and a chapter of analyses with results comes next. After the analyses were done and the "raw" results were presented, a chapter where the results are discussed and interpreted follows. The last chapters of the thesis consist of a conclusion, ideas for implementations, limitations of the thesis and suggestions for further research.

All together Company X consists of about 6.000 employees and 100 of them represent the sample of the survey conducted. The research question pursued in this thesis is

"What do employees perceive as important for good intercultural-internal communication?"

2 Theory

In this chapter the different topics of the thesis will be defined. The descriptions will take rather basic forms, which is done to ascertain the meaning of particular topics and their exact role in the thesis. Another reason why the topics are approached from the basics is because of their width and spread, which span across several academic fields. This will also help the understanding of the survey's lay-out. To prevent one of the main topics of the thesis stealing focus from the other, an attempt has been made to grant both internal and intercultural communication equal focus in this chapter.

2.1 Communication

Communication is a wide topic, and this section will work to sort out the general aspects of communication, but also give insights to the large topic's features that are relevant for the scope of this thesis.

2.1.1 Defining Communication

Erlie (2003) debates that "communication" and "information" often is used interchangeably. She argues what separates these words is the role or even the consideration of a recipient's presence. There are facts or data travelling from a sender, but when we are dealing solely with information the receiver is inactive – a reaction or response is not necessary, maybe not even intended, she continues. In terms of communication, the receiver is an essential part of the process and the differentiation, and the facts or data sent requires a reaction or response from the receiver. The official document Information Politics for the State Administration (Informasjonspolitik for statsforvaltningen) by the Norwegian Ministry of Labor and Administration also states this, adding the idea of seeing information as the product or message of a communication process (Arbeids- og administrasjonsdepartementet, 2001).

In understanding what communication concerns, Samovar & Porter (1997) focus on its cause and origin. They arrive at the need to connect with other humans as one of the most basic forms of human behavior as social creatures. The behavior itself sends messages that others may respond and/or react to. Waves, smiles and frowns are behaviors that might communicate what is felt and thought (Samovar & Porter, 1997). Erlie's (2003) highlight of the receiver and a response in her definition is aligned with Samovar & Porter's (1997) criteria of someone observing the behavior provoking a response for that behavior to become a full-worthy message. Intended or unintended, conscious or unconscious, how the behavior is interpreted is up to the person who observes it. How the observer interprets it depends on

memories from previous experiences the observer associates with that behavior – totally out of the hands of the initiator of the behavior. Based on this, Samovar & Porter’s (1997) definition of communication is summed up as “...that which happens whenever someone responds to the behavior or the residue of the behavior of another person” (p. 9).

Helgesen (2004) suggests that everything that is perceived as carriers of meaningful signals to others can be defined as different varieties of communication. Onwards, he claims the traditional communication concept is narrowed down to an exchange of notifications, where the notification from a sender, containing a message of a particular form, is carried through a predetermined medium, aimed at a receiver. Despite the focus of Helgesen’s (2004) work being marketing communications, his definition and the ones mentioned above illustrates the immense scope of what communication dwells in and with.

2.1.2 Models of Communication

As demonstrated with the different definitions above there is a floating focus on what communication is, but there are points which seems commonly agreed upon: The presence of a sender or initiator, a message or notification, a way of sending or transferring the message or notification, a receiver, and a reaction or response. Lasswell’s formulation in Helgesen (2004) “*who says what in which channels to whom with what effect?*” from 1946 stands as one of the first to pin-point the communication process, and can be illustrated like in Figure 1.

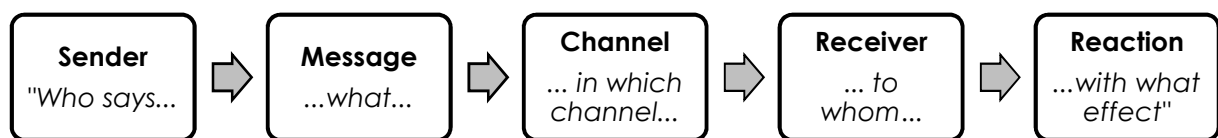


Figure 1: Lasswell's formula and Helgesen (2004), freely reconstructed

Helgesen (2004) calls this “the stream model” (Gjennomstrømningsmodellen) as it illustrates the flow of the communication process, and the elements it contains. Although this model can be regarded as a decent representation of the basics of communication, it still is exactly that – basic. This is also explained by Helgesen (2004). Figure 1’s short-comings dwells around what we have established as an important part of communication: Interpretation.

Three extra elements are included in Helgesen’s (2004) “extended stream model” (Utvidet gjennomstrømningsmodell). Encoding represents for instance the sender’s choice of words, tone of voice, symbols or facial expressions that he/she might think is the best way to convey the message. The noise element represents all hurdles that can impair the meaning of the

message sent, toughening the task of interpreting the message for the receiver. In the context of cross-cultural management and translation, Holden (2002) calls noise the “ultimate limiter of communication” and divides noise in three: ambiguity, interference and lack of equivalence. Here ambiguity means opening for several translations, being vague or the usage of wide terms that can be understood differently from person to person – culture to culture. Inference is referred to as the transfer of the meaning and usage of one word from one language into another where the outcomes can be both humorous and innocent, but also unfortunate and serious – an element of noise that cultivates misunderstandings. Achieving cross-cultural equivalence requires a harmonizing of “...*linguistic, cognitive and pragmatic elements at interfaces (...) where knowledge, values and experience are transferred into multicultural domains of implementation*” (pp. 270-271, Holden, 2002).

The models mentioned could apply to situations on an individual level as well as in a matter of mass communication. Lesikar’s et al. (2008) model of the communication process in a business context, shown in Figure 2, deals with an interpersonal situation and is slightly

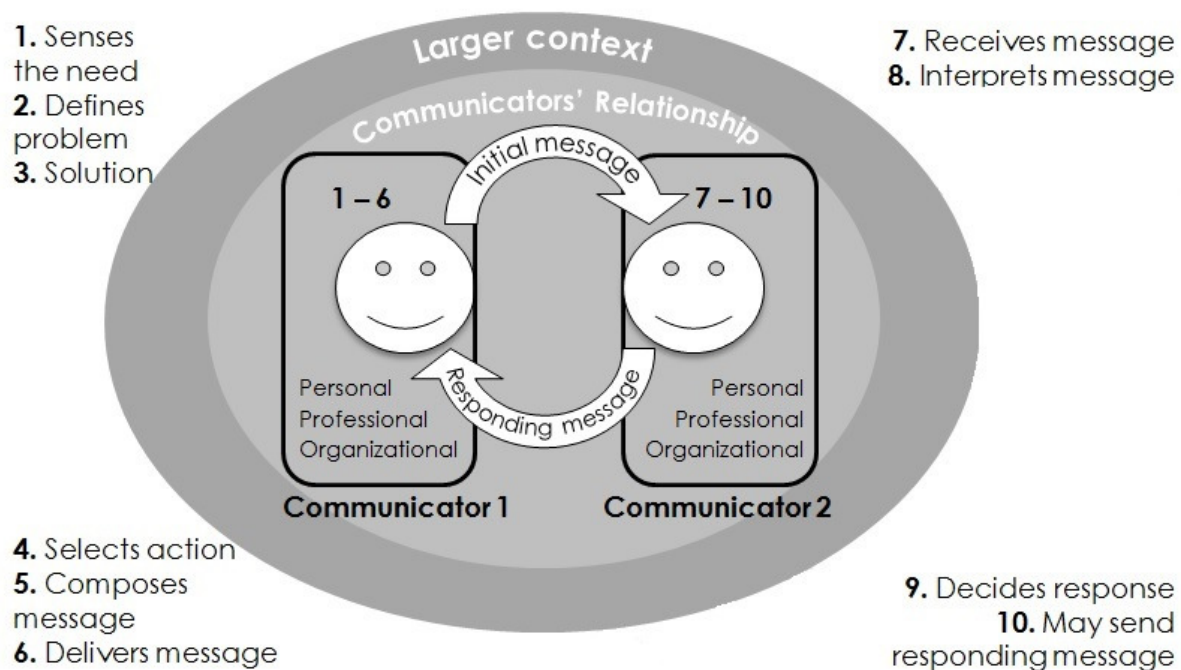


Figure 2: The Business Communication Process, Lesikar, et al. (2008)

different, even though the stages of the process are corresponding with those of Helgesen (2004). What is regarded as the starting point in this process is that someone feels the *need* or urge to communicate with someone else, as Samovar & Porter (1997) also mentions. However, the person initiating the communication is called “Communicator 1” instead of the traditional sender term, and the traditional receiver is labeled “Communicator 2”. The two

communicators have an equal status in the communication process, as communication also can be defined as the process of two parties reaching a mutual understanding (Lesikar, et al., 2008), as supported by Erlie (2003) in separating information and communication.

The model of Lesikar et al. (2008), also gives an idea of the circumstances of the process. How Communicator 1 decides to reach out to Communicator 2 depends on the relationship the two of them share, and will base tasks 1-6 on how their relationship is, if it exists at all. If the relationship does not exist Communicator 1 will have to look at the greater context surrounding them. Do they share a history? Do they come from the same or different sociocultural layers? Is the context of the communication business related or a mere coincidence? When Communicator 2 has received the initial message, he/she will base tasks 7-10 on the same contextual questions regarding the relationship to Communicator 1 and then give an appropriate response (Lesikar, et al., 2008).

2.1.3 Internal Communication

“The flow and exchange of ideas and opinions between managers and co-workers, and also the communication between individuals and groups on different levels and divisions or parts of the organization” (p. 17, Erlie, 2003)

From the perspective of Lesikar’s et al. (2008) model, internal communication would be communication happening within the inner layer of context, “The Communicators’ Relationship” in Figure 2. Further on, Lesikar et al. (2008) separate business communication into three different ones: (1) external-operational, (2) personal and (3) internal-operational communication, where the latter is closest to the definition of Erlie (2003) and the two latter are relevant in the scope of this thesis. The internal-operational communication is defined as communication that is done to conduct the work within a business, among co-workers while creating, implementing and tracking the success of a business’ operations, by Lesikar et al. (2008). They also state that this communication does not separate between the different hierarchical layers or horizontal divisions of a business – the only criterion is that it remains within the framework of the business.

Although internal communication does not discriminate between the different layers or divisions of an organization, one of the separations internal communication does is between *formal* and *informal* communication (Erlie, 2003; Lesikar, et al., 2008). Lesikar’s et al. (2008) focus in regards of formal communication or the formal network is that this communication is official and done under stable or controlled conditions. Communications

that fall under this category are reports, orders, announcements, company information broadcasted via newsletters or an intranet, or other information regarding the operational aspects of running the business. These communications require and contains a certain language and professionalism, ensuring that the information is up to the standards expected by whoever the receiver is (Lesikar, et al., 2008). This is aligned with Erlien's (2003) take on formal communication, where she underlines that formal communication is factual communication with lack of emotions, which usually is thoroughly planned. She does not say that informal communication is unplanned, but stresses that in informal communication emotions play an important role. She continues that this is both in terms of getting the information through, but also spoiling what might have been fact based content, by exaggeration or misconstructions.

Lesikar et al. (2008) can be ruled as in support of this view, as they describe the informal communication or network as complex and ever-changing. This network of informal communication exchanges gossip, rumors, trivial and social information, with few concerns regarding language, composition or emotions. The informal network is represented a great deal by the personal communication, mentioned earlier when citing Lesikar's et al. (2008) three types of business communication.

2.1.3.1 The importance of good internal communication

The literature, by both researchers and institutions, seems to have no end when it comes to the importance of good internal communication for businesses and their employees on the road to success (Clampitt & Downs, 1993; Erlien, 2003; Lesikar, et al. 2008; Towers Watson, 2010). What is defined as success is a different question, but as listed by Erlien (2003) good internal communication will increase productivity, profitability, reputation, safety, motivation and chances of professional development; create better service, flow of decision-making and reorganization processes, and greater engagement and creativity among the employees. She continues with good internal communication also preventing duplication (doing the same work twice or more), conflicts and discontent; decreased costs related to accidents, occupational strikes and sick leaves.

Kommunikasjonsforeningens (2012) (The Norwegian Communication Association) use of the analogy of treating employees as the company would treat its customers also highlights the importance of good internal communication. A company is dependent on both customers and employees, the company shows its customers respect and its employees should get that same

respect, the customers can file complaints on the company's products and the employees should be entitled that same right. The association stretches the analogy to the point where internal communication will reflect the external communication, and if the internal communication is mediocre questions can be raised concerning the quality of the communication leaving the organizational sphere (Kommunikasjonsforeningen, 2012).

In Towers Watson's (2010) report one of the key findings was that "*...effective employee communication is a leading indicator of financial performance and a driver of employee engagement*" (p. 2). The same report presents financial indicators that show an increase in stock value in the companies with both moderately and highly effective communication, compared to companies with less effective communication. This is also supported by Yates (2006), who initiates her article with "*...highly effective internal communication practices produce superior financial results and enjoy greater organizational stability*" (p. 71). She also refers to the 2003/2004 Watson Wyatt Communication ROI Study, that calmed the debate claiming the causality of this statement (superior financial results meaning more assets to spend on internal communication) was wrong, which showed that communication effectiveness was in fact a driver of the financial results rather than an outcome.

Welch & Jackson (2007) regard effective internal communication as an enabler for strategic managers to motivate employees and reach goals which are crucial for an organization's success. The article also mentions that effective internal corporate communication will facilitate employee understanding of the organizational changes and strategic decisions, instead of them just "going along with it". This leads to their argument that reaching a level of understanding is necessary for employees to truly commit to the organization. Changing the perspective, Welch (2012) pinpoints the importance of how poor communication can be counter-productive, and be a threat to the organizational relationships.

2.2 Culture

As with communication, also culture has a great span across different academic fields. This chapter will lay out the basic of the theoretical landscape regarding culture. Further on, the chapter will take a turn towards the intercultural, denoting that two or more cultures are involved, which is the focus of this thesis. For the purpose of this thesis the terms "intercultural" and "cross-cultural" will be used interchangeably.

2.2.1 Defining Culture

As the title of the book of Hofstede et al. (2010) imply, what culture is can be compared to the software of a computer – the reason we have the features we do. The cultural software is created where a person’s earliest experiences happened, usually connected to his or her family, then expanding into the neighborhood, school, workplace and some form of a community – always a collective term, always learned (Hofstede, et al., 2010). However, the origin of the *word* culture, Hofstede et al. (2010) reason, has from early on meant “civilization” or “refinement of the mind”, in Western languages, from “tilling of soil”. Culture can have a social anthropology approach, meaning patterns of the human way of thinking, feeling, acting and understanding, together with culture being “...*the collective programming of the mind that distinguishes the members of one group or category of people from others*”¹ (Hofstede, et al., 2010, p. 6).

Not in disagreement with Hofstede’s et al. (2010) definition, but Trompenaars & Hampden-Turner (2012) bring a few other aspects into the definition. They add artifacts, values, norms and basic assumption representing the explicit and implicit features of what culture is. Culture wraps around people in several layers. Some are visible to others “outside” one’s culture, like the food eaten, the language spoken, or the special kind of headgear worn. Other kinds of behavior or gestures are not that obvious and require a degree of interpretation and understanding from the observer. For instance pulling out the chair when a woman sits by a table, slurping loudly when eating, taking off hats when indoors, the raising of hands in class, not jumping a queue. To some people this is considered as customary, while it will make no sense for others, because of the different norms and values the different cultures have (Trompenaars & Hampden-Turner, 2012).

¹ “A group is a number of people in contact with each other. A category consist of people who, without necessarily having contact, have something in common (e.g. all women managers, or all people born before 1940” Hofstede et al. (2010) p. 479

Nevertheless, norms and values do not necessarily correspond. Trompenaars & Hampden-Turner (2012) set an example for this, and relate norms to meeting expectations that one *can* agree with, while values concern what one *likes*, *prefers* or *believes* in. Just imagine being in a situation where it is known what is expected due to the setting, venue or who is kept company, but where one really would prefer acting, dressing or conversing differently. This leads into the inner layer of culture – basic assumptions, as illustrated in Figure 3. To exemplify the core of culture, Trompenaars & Hampden-Turner (2012) encourage the reader to imagine asking a Dutch or an American why we are all considered equal, and predict what the response would be like.

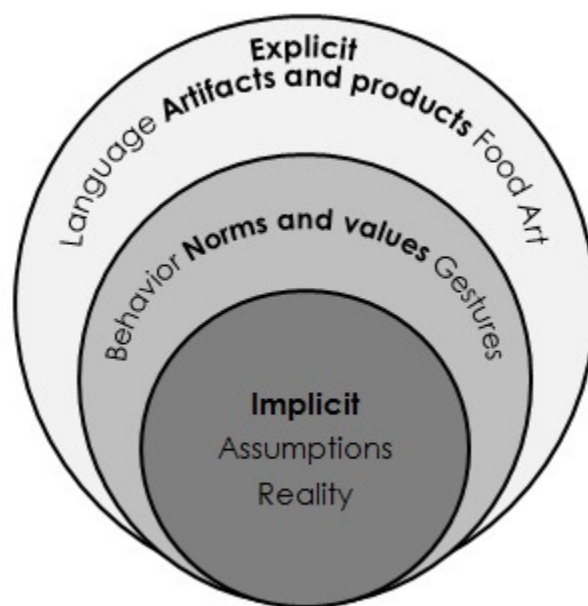


Figure 3: The Cultural Layers, Trompenaars & Hampden-Turner (2012)

As described above, the matter of culture is complex. According to Samovar & Porter (1997) it is also abstract and pervasive, but still something giving us structure and guidance. They claim it is not possible to narrow the concept down to one single definition that encompasses its entire specter of meaning, and that definitions usually are vague or just listings of basically all human activity. Because of this, they emphasize the importance of defining culture in the context of which it is used.

2.2.2 Intercultural Communication

The topic of Samovar & Porter's (1997) book is intercultural communication, and they have articulated a definition of culture for that specific purpose:

"...the deposit of knowledge, experience, beliefs, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving" (pp. 12-13, Samovar & Porter, 1997).

When it comes to intercultural communication there are six different, important features of culture, according to Samovar & Porter (1997). They state that culture is learned from infancy through observation, imitation and interaction; transmissible through speech, words and symbols; dynamic by adapting to change, creating inventions and replicating others; selective as it limits dispersion, sets boundaries and separates different cultures; interrelated which is revealed by changes in one facet leading to change in another; and ethnocentric as everything is regarded from the perspective of "our" or "my" culture.

Further on, the way culture and communication intertwine is stressed by Samovar & Porter (1997), as the very way we communicate is anchored in how our cultures have taught us to. In encounters with different cultures, the ability to achieve understanding through spoken and unspoken exchange and interaction refers to intercultural communication, according to Ricard (1993). Instead of being regarded as a concept, Samovar & Porter (1997) treat intercultural communication as an event or occurrence, which takes place *"...whenever a message that must be understood is produced by a member of one culture for consumption by a member of another culture"* (p. 21). There is no mention of the message actually being understood due to the abilities of the sending and receiving parties, but the study and understanding of intercultural communication can lessen the difficulties (Samovar & Porter, 1997).

2.2.2.1 *The importance of good intercultural communication*

One can easily imagine that communicating with someone from a different culture is close to inevitable when part of a multinational business. As pointed out by Samovar & Porter (1997) this was only the domain of the leaders of the world, explorers, missionaries, a few merchants, and a few tourists, until very recent times. Further on, they claim that the ability to understand and be aware of our differences is a necessity to coexist peacefully, despite different backgrounds, beliefs and habits. In his essay, Hall (1960) concludes that more research is necessary if a business man is supposed to be adequately prepared for what awaits in his work

abroad. Even though Hall's (1960) conclusion is half a century old, his address to the need of a reference framework to screen out important and relevant behavior and gestures is imperative also today.

Developing the ability to work successfully all over the world might be the best strategy for managers and companies that want to succeed (Nardon, et al., 2013). This is also in harmony with Viney (1997, in Holden 2002) who declares that how a company handles culture might be the most important element when competing for business supremacy. The advantage of a culturally diverse workforce is also mentioned by French (2010). He argues that this might be an important success factor at hubs like Silicon Valley, US, where different skills and mindsets are "imported" from all the corners of the world. Still, such a workforce has to be properly managed to create a true advantage of this competitive edge, he warns.

In their article, Nardon et al. (2013) emphasize that mastering intercultural situations concern more than being polite, humble and empathetic towards the culture dealt with. Their position is that knowing the way around the culture's rules, trust and relationship building, norms and *how* to communicate with them are the true factors indicating intercultural skills. Lewis (2006) state that with knowledge of how different cultures act out, the unpleasant surprises will decrease, prepare those involved and aid the actual interaction when the culturally different meet.

2.3 Support of Research Model

This section of the theory chapter is a dive into the literature concerning the different factors that are emphasized when characterizing or in the search for good internal and intercultural communication together. The literature and research concerning *both* topics as a whole seems to be limited, and the two will be treated more or less separately. However, this section will try to fuse together the success factors that are emphasized in the selected research, with the factors emphasized in *both* internal and intercultural communication. These factors will in the end be building bricks for the thesis' research model.

2.3.1 Selected literature on good internal communication.

The first piece of selected research is Downs & Hazen's (1977) factor analysis of communication satisfaction. Already at that time, communication satisfaction was becoming a regular reference in organizational literature, but was treated one-dimensionally based solely on employees' feelings of satisfaction. However, the first stage of Downs & Hazen's (1977)

factor analysis isolated 7 dimensions with impact on communication satisfaction: (1) *communication climate*, (2) *satisfaction with superiors*, (3) *organizational integration*, (4) *media quality*, (5) *horizontal informal communication*, (6) *general organizational perspective* and (7) *satisfaction with communication with subordinates*. Communication climate showed to be the most important indicator here. Even though that indicator had the strongest loading, the items loading in that particular factor had an inappropriate fit, and an elimination of items that did not load significantly in any factors was done. After the new analysis 8 indicators of communication satisfaction were settled with – the 7 from the initial analysis including *personal feedback* (Downs & Hazen, 1977).

Also in the late 1970s, the non-profit professional communication society International Communication Association (ICA) developed a five-tool audit to assess organizational communication systems. One of the tools, the questionnaire survey, had 9 topics (1 of them demographic) and divided these topics into current and an ideal status of the system. Some of these topics were timeliness of information received from key resources, amount of information received from selected channels and quality of communication relationship (Goldhaber, 1993). These selected topics seemingly coincide with those of Downs & Hazen (1977), and it was not the last.

According to Ruck & Yaxley (2013), the time around when Downs & Hazen's (1977) work was published, was a time when the company newsletter mainly worked as the channel for most communication from management to the employees. In their literature review of parts of the history of internal communication, these newsletters were of a journalistic format which later has been called "internal marketing". Ruck & Yaxley (2013) state in their conclusion, that this industrial editorial "...overwhelmingly involved selling company policy to employees" (p. 13). Despite the dominance of the newsletter's role, this kind of communication had resistance for decades (e.g. Heron, 1942; Churchill, 1974 and D'Aprix, 1979, in Ruck & Yaxley, 2013), that insisted on the importance of the employees' voice, their role and of interpersonal communication.

The audits of Downs & Hazen (1977) were not put aside. The research by Clampitt & Girard (1993) showed "...with abundant clarity that the communication satisfaction construct is a useful tool in further understanding the role of communication in organizations" (p. 97). Their results were aligned with those of Downs & Hazen (1977), but emphasized the subordinate-supervisor relationship as the clearest indicator of job satisfaction. Another thing

Clampitt & Girard (1993) concluded with was that the variables that communication satisfaction is dependent on are not easily assessed and quantified, questioning the validity of Downs & Hazen's (1977) approach. Examples of these are communicator style, the network and the perceptual abilities of the communicator, implying that these indicators can be altered by training and change of practices (Clampitt & Girard, 1993).

In their engagement of improving a company's organizational communication into a "world class communication system", Clampitt et al. (1994) meant that the following attributes represented the framework in such a process: effective horizontal communication, communicative skills, efficient and accessible channels, commitment and inspiration from the management, the feeling of being heard, periodical evaluations and a safety net to prevent breakdowns in communication. Whether this was based on the work of Down & Hazen (1977) is not mentioned, but more or less matching attributes reappear. Especially dimensions 3, 4, 5 and 8, from Down & Hazen's (1977) work are recognizable in the assessment of Clampitt et al. (1994).

Welch (2012) focus on choice of medium as a criterion for good internal communication. From a pool of employees (not from managers' perspective which she claims has been the tendency in previous research) she explores what is preferred as communication formats based on appropriateness and acceptability. The aspect of her findings that could be relevant for the topic of intercultural-internal communication, was the division of the formats into *print* (on a piece of paper), *electronic* (on technological device) and *face-to-face* (interpersonal), where the electronic was most preferred. Features of the different media types, such as the opportunity to save the information and retrieve it when needed, and the possibility to look up and search through it oneself, could be an indication of employees valuing a certain level of control in regards of communication access (Welch, 2012). Related to the topics mentioned by Welch (2012), how important it was for the employees to be able to restate the communication for confirmation purposes and assuring understanding was explained in conversation with Company X.

A post by Kommunikasjonsforeningen (2013) gives suggestions for topics to ask for in an employee survey, in regards of internal communication quality. Some of these dwell around professional information and debate/discussions, the responsibilities of informing or of being informed, and whether exchange and sharing of knowledge and experiences is a part of the company atmosphere (Kommunikasjonsforeningen, 2013). In another post emphasize is put

on channel interaction, and again the acknowledgement of responsibility. A communicative climate of feedback, dialogue and being heard, reflects the two-way principle which is mentioned by Erlie (2003). What Yates (2006) mentions as the foundation of effective internal communication is (amongst others) employee input, which fits with Erlie's (2003) mention of being heard. Fostering employee feedback – both blame and praise – should engage the employees of the company, and make an alignment of company and employee goals smoother (Yates, 2006).

Several of the topics pointed out by Kommunikasjonsforeningen (2013) and Erlie (2003) are also mentioned by Kalla (2005) in her multidisciplinary perspective on internal communication. In her research knowledge sharing and “...communication is the responsibility and right of everyone within an organization” (p. 309, Kalla, 2005). In the search of a great communication system responsibility seems to be appointed to management, also according to Clampitt (2010). Amongst other things a proper communication style, usage of correct communication technology, feedback and encouragement of horizontal communication are placed in the hands of managers and executives (Clampitt, 2010).

2.3.2 Selected literature on good intercultural communications

When developing skills in intercultural communication, the focus of Ricard (1993) can be put down in three words: Prepare, understand, and identify. Dissecting what is meant by each of these, “prepare” concerns knowing who to communicate with, their origin, what their manners are and how to approach them. While in this process one should recognize how one is both different and similar to those one is to interact with, and reach an understanding of their culture (and some of what comes with it) which might serve as an advantage. The “understand” term should naturally lead into the “identify” phase, as one will identify one's behavioral traits up for adjustment and adaptation through understanding, if needed. Ricard (1993) states that “...performance in intercultural settings can be improved through an understanding of the relationship between commonalities and diversities, and the important individual-group dynamic” (p. 34). Some of the identification work might not be apparent until the interaction actually starts, but while listening and observing one's role might be made clear through courtesies, clothing and addresses (Ricard, 1993).

The cross-cultural management book of Holden (2002) uses the term “participative competence” and describes it as the “...ability to interact on equal terms in multicultural environments in such a way that knowledge is shared and the learning experience is

professionally enhancing” (p. 273). For an increased quality of intercultural communication the management is supposed to nurture and encourage the employees with this idea, he states. Attention is also paid to the question whether management should direct and instruct the employees towards cultural understanding, or if management should just facilitate and enable the employees to reach this understanding themselves (Holden, 2002).

In another book of the same genre, French (2010) includes having an open and non-judgmental attitude, being self-aware, taking responsibility and empathy as interpersonal attributes which will positively impact intercultural communication. Ridding oneself of stereotypes and prejudices is a step in the right direction. This also applies to acknowledging the characteristics of one’s own culture, where the only preconditioning is to set expectations of what impact those characteristics will have on the pending encounter. So, with whom does the responsibility lie? French’s (2010) view can be interpreted as implying there is a shared responsibility, where all parties should be interested in communicative success. In her summary of how to reach global communication heaven, Mounter (2003) mentions evaluations and the search for issues as one of the steps to get there.

In their section of learning intercultural communication Hofstede et al. (2010) underline skills as important. Skills based on the awareness of one having a certain set of software different from others’ and the attainment of knowledge through acquaintances, interactions and encounters with those different – a base in experience. Only through practical life will one be made truly aware of how personal traits interact with traits from other cultures, and only through experiences will one be made able to acknowledge where one differs (Hofstede, et al., 2010).

2.3.3 The common denominators of good intercultural and internal communication

As the literature covering intercultural communication and internal communication as one subject appears limited, the search for what might be of importance to the employees when conducting intercultural-internal communication (IIC) is solely backed by the assessment of the selected literature and research above, and minor requests of Company X. As it turns out, some features highlighted by the researchers and authors as important for intercultural communication, is also mentioned as important for internal communication – and vice versa.

This is illustrated by Table 1, with a short explanation of the feature and the associated sources².

Table 1: Feature descriptions with associated sources.

Features with explanation	Sources
Professional work environment: Knowledge and experiences are shared with colleagues, and there is room for professional discussions as well as social conversations. The horizontal communication is effective, there are established communication networks and the communicators are aware of their roles.	Downs & Hazen (1977), Clampitt & Girard (1993), <i>Ricard (1993)</i> . Clampitt et al. (1994), Erlien (2003), Kalla (2005) and Kommunikasjonsforeningen (2013)
General work climate: Colleagues getting feedback on their job, and they have a feeling of being heard. Motivation and enthusiasm are apparent amongst colleagues, as is commitment to the company. Management is inspiring, communicating is comfortable, and the work climate is non-judgmental and stereotype/prejudice free.	Downs & Hazen (1977), Clampitt & Girard (1993), <i>Ricard (1993)</i> , Clampitt et al. (1994), Erlien (2003), Yates (2006), <i>French (2010)</i> Clampitt (2010) and Kommunikasjonsforeningen (2013) .
Channel: Email, telephone (call and text), intranet, IM (chat), face to face, printed formats, electronic formats. Free of disruptions, disturbances and noise. Efficiency and accessibility of the communication. Saving options, opportunity to retrieve and/or to find information oneself.	Downs & Hazen (1977), Clampitt et al. (1994), Welch (2012) and Kommunikasjonsforeningen (2013).
Responsibility: Inform or being informed? Should someone be responsible or is it all employees' responsibility? Is evaluation in place? Management should nurture.	Clampitt et al. (1994), <i>Holden (2002)</i> , Erlien (2003), <i>Mounter (2003)</i> , Kalla (2005), <i>French (2010)</i> , Welch (2012), and Kommunikasjonsforeningen (2013)
Skills: Intercultural skills, adjusting to the situation, participative competence, empathy and skills based from practical experience.	Downs & Hazen (1977), Clampitt & Girard (1993), <i>Ricard (1993)</i> , Clampitt et al. (1994), <i>Holden (2002)</i> , <i>French (2010)</i> , <i>Hofstede, et al. (2010)</i> and Clampitt (2010)
Awareness and Knowledge³: Of the people one is communicating with, the area they come from, how they differ from one another, and how one is similar. Of different group dynamics across cultures and that one is different.	Downs & Hazen (1977), <i>Ricard (1993)</i> , <i>Holden (2002)</i> , <i>French (2010)</i> , <i>Hofstede et al. (2010)</i> . Welch (2012) and Clampitt (2010)

The features explained in Table 1 will serve as the independent variables, in the research model. The independent variables are assumed to predict the dependent variable – good intercultural-internal communication, as shown in Figure 4. This figure also shows what hypotheses the thesis wishes to look further in to.

² Sources in *italics* represent sources originating in the intercultural literature landscape.

³ It was decided to keep these features as one variable, even though it meant a double-barreled variable. Possible consequences of this decision will be discussed.

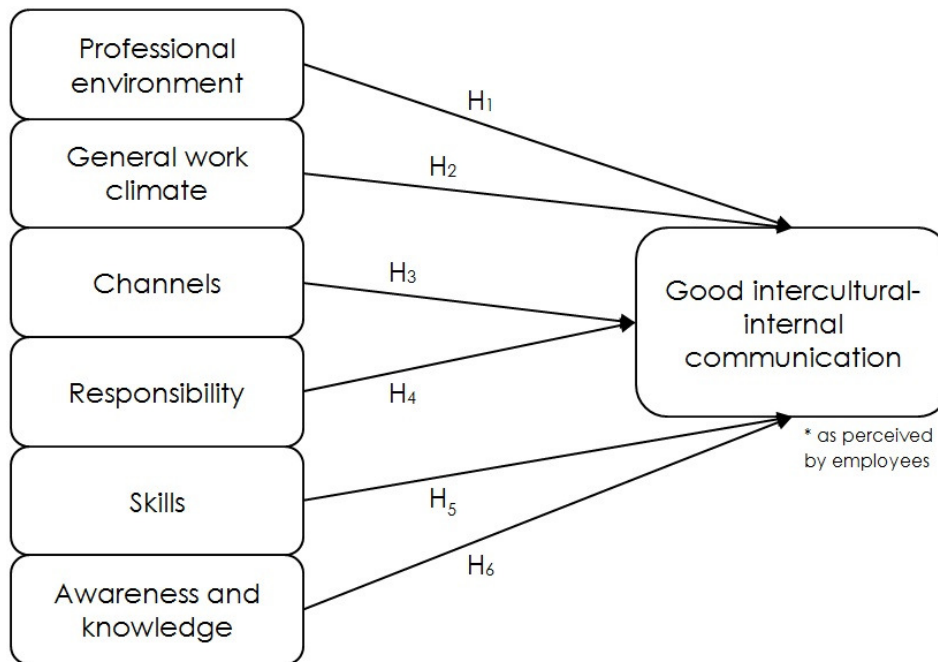


Figure 4: Research model, with hypotheses

2.3.4 Hypotheses

Based on the review of the selected literature above, this thesis will seek and attempt to provide answers for the hypotheses listed in Table 2⁴. All hypotheses regard what the employees perceive as important for good intercultural-internal communication.

Table 2: Hypotheses

Hypotheses	
H₁:	A professional work environment is perceived as important
H₂:	The general work climate is perceived as important
H₃:	Choice of channel is perceived as important
H₄:	Skills is perceived as important
H₅:	Distribution of responsibility is perceived as important
H₆:	Awareness and knowledge is perceived as important

This leads way into the next chapter of the thesis, where the methodology will be explained, together with how that methodology and approach were intended as tools to seek answers for the suggested hypotheses displayed above.

⁴ Because of the thesis' exploratory design the hypotheses were mainly created to show the reader the candidate's line of thought.

3 Methodology

The following chapter will be a guide through the choices of tools and methodologies used in the process of seeking answers to the research question, and the hypotheses suggested. It will also include a discussion of the rationale behind the selection of methodology. The choices of items, displayed in Table 1 in the previous chapter, to each of the antecedents to intercultural-internal communication and intercultural-internal communication will be additionally reflected upon. This will work as a clarification of the strategy behind the choices made in regards of approaches.

3.1 Research Design

Compared to the amount of the research done on intercultural and internal communication as separate disciplines, the amount of research on internal communication in multinational companies (MNC) is scarce (Kalla, 2006, p. 17). Still, a deductive approach on the topic was done, where selected previously created theories on the separate disciplines (mentioned in the previous chapter) represent the foundation of this research. This is in line with Shiu's et al. (2009) definition of deductive research, where the mentioned literature identified the independent variables, and works as a framework for the suggested hypotheses of this thesis. A risk of choosing a deductive approach is the research bias indicating that the researcher's expectations will lead the literature search in the direction anticipated leaving what might be important material or perspectives neglected (Jacobsen, 2005).

Simultaneously, the lack of research dragged the thesis in the direction of the exploratory research landscape. Because of the limited amount of previous research, there were no (detectible) established measurable items or scales for the exact purpose of this thesis. Kalla (2006, p. 62) made a survey for her PhD dissertation on integrated internal communication in MNCs, but this took an entire year to develop and fine tune, for that exact purpose. An exploratory research approach gives room for using more unstructured formats to collect and relatively freely interpret the data from primary or secondary resources (Hair, et al., 2003). Hair's et al. (2003) mentions of exploratory research in a quantitative design ends with that and states that quantitative research belongs in the descriptive or casual research design area, rather than the exploratory.

Even though Clampitt & Girard (1993) claim that communication satisfaction is dependent on variables that necessarily are not easily assessed or quantified, the desire to try out what was believed to be measurable and quantifiable variables were too strong. Despite Clampitt &

Girard's (1993) claims regarding the difficulty of the topic's quantification, Wilson's (2006) argument for performing quantitative research is the idea of getting insights into behavior, motivation and attitudes. Especially attitudes apply to this thesis as an insight in employee perception of what is important for intercultural-internal communication, is what is sought.

The International Communication Association's (ICA) five-tool audit for assessing organizational communication systems also had the questionnaire survey as one of its tools. It consisted of 134 items, ranging through 9 (1 demographic) topics (Goldhaber, 1993). It is described that the scales ranged from acceptable Cronbach's alphas (0.73) to high (0.92) in regards of reliability. However, the validity of the scales were based on what Goldhaber (1993) claimed to be the self-evident relationship between them and "...*organizational communication, their ability to predict organizational outcomes, and their consistency with previously validated measures of organizational communication*" (p. 359). This tool was used for comparing employee perception of the current status and the ideal status of the organizational communication system.

The exploratory design and *qualitative* approach are commonly used as preliminary research, used to establish important aspects of a research area that subsequently will set the "path" for descriptive designs and quantitative research (Hair et al., 2003; Hague, 2006; Wilson, 2006; Hair, et al., 2014). There seems to be an agreement in the research landscape of internal communication in a multinational context that the topic has been neglected until rather recently, and still is limited (Goldhaber, 1993; Kalla, 2006; Ruck & Yaxley, 2013) and with no truly validated scales or instruments (Goldhaber, 1993; Portalla & Chen, 2010). This, again, forces the candidate into the exploratory arena. Instead of using the in-depth employee interviews as the preliminary approach, the candidate chose the literature review as such. With this, the candidate would have some academic, scientific and theoretical backing, as an alternative to interview creation where the candidate's own interpretations and beliefs possibly could create a bias. How the different items in the questionnaire was created and supported is elaborated in the 3.3.2 Operationalization, accompanied by Table 3.

It has already been mentioned that the exploratory approach opens up for more unstructured formats and a more visible researcher through his/her own interpretations. The format of this thesis will be characterized as semi-structured, but not necessarily in the conventional use of the word. Semi-structured or unstructured formats are usually associated with qualitative approaches, and mostly open-ended questions, often with an exploratory design, but the

formats can also be used in quantitative approaches (Hair, et al., 2003; Hague, 2006; Phellas, et al., 2011). For the purpose of this thesis 'semi-structured' is meant to be seen in connection with the usage of unstandardized and unestablished variables and items. The format of this thesis is structured based on the researcher being in control of the answers due to closed-ended questions, and unstructured as the variables and items are unestablished. This can be seen as aligned with the advice of Onwuegbuzie & Leech (2005) which is that a researcher should use the characteristics of both qualitative and quantitative approaches, as they best fit the purpose of the research. According to them, the bipolar paradigm of qualitative and quantitative research works against conducting the best possible research, and against the beneficial pragmatic or solution-oriented method that a mix of the two could provide.

The candidate was given access to a rather large amount of employees in Company X, and the primary data that could be provided by these spoke in the favor of the quantitative approach (Hague, 2006). While not the main concern of the thesis, this amount of data enables comparisons of different views between age groups, nationalities or departments to be made, which would have been challenging with a qualitative approach. The practicality of reaching employees abroad through an online survey, instead of using interviews, also spoke in the favor of the quantitative approach.

Running the risks related to using unestablished scales, where a "*...measurement artifact [is created] that could lead to misinterpretations of the true components as well as the true dimensionality traits making up the investigated construct*" (Nunnally, 1978, in Hair et al., 2003, p. 380) can be handled as suggested by as Ortinau & Brensinger (1992, in Hair et al., 2003). They suggest using a procedure called direct cognitive structural analysis "*...in which respondents are simply asked to determine whether an attribute is part of the construct and, if so, how important it is to that construct*"(p. 380). Such questions were not asked in the questionnaire, but the indicators' relation to the construct was ruled as assured, backed by both the extended literature review and representatives from Company X, as explained in Table 1. In a simplified manner, Hague (2006) illustrates that the final choice of method is usually a result of compromises between level of accuracy and detail of the information sought. He also states that budget and time consumption often is part of the equation.

Onwuegbuzie & Leech (2005) suggest that the research objective in quantitative studies can be positioned on a continuum from exploratory to confirmatory. "*A quantitative research objective is exploratory if the goal of the study is to examine patterns from data collected by*

the (...) researcher” (p. 277) they claim. That statement is precisely in line with the purpose of this thesis – finding and examining the patterns of the employee survey, in regards of what is important to them when communicating with their culturally different colleagues.

3.2 Sample

Company X is part of a major multinational company with tens of thousands of employees. Company X encompasses about 6.000 of these. Those of the employees that regularly are in contact with colleagues from different cultures or nationalities, represent the population in this research. This was also the only requirement for being part of the sample. From here, the candidate let the contact person in control of who received the e-mail with the URL to the survey. The contact person then administered the e-mail to different HR connection around the world, where approximately 20 employees per site in the end received the e-mail. This would in the end result in a target group of 700 employees, who works as the sample for this survey.

The actual sampling method was more or less out of the candidate’s hands, as the decision was made by bodies in higher hierarchical levels in Company X. The candidate only requested a desired sample size, and the criteria of the potential respondents (frequently in contact with colleagues of different cultures/nationalities). A mass distribution of the survey was decided against.

Nevertheless, the chosen sampling method is in line with what Shiu et al. (2009) would classify as a probability sampling method. This sampling methods means “...an objective procedure of selection is used, resulting in every member of the population of interest having a known propability of being selected” (p. 412, Wilson, 2006). As stated by Shiu et al. (2009), there are several probability sampling designs. As the sampling method was out of the hands of the candidate, how each of the HR Managers selected their 20 employees is only assumed to be simple random sampling (SRS). Still it is not truly a SRS method, where all sampling units, or potential respondents, in the population have a known and equal opportunity of being selected (Shiu, et al., 2009). The end respondents were probably known to their respective HR Managers, hence not truly randomly chosen. But as far as the respondents are concerned, they remained free of any influence the candidate might have had on the sample’s characteristics and the candidate was not part of the selection process.

With this sampling method there is still room for several sample frame errors. Burns & Bush (2010) explain that a sampling frame error occurs either when the population contains potential respondents that do not fulfill the ‘sample requirements’ or when all appropriate respondents that should have been included in the population were not. In this case, the first sample frame error is the most pressing, as the candidate was in little control of who received the e-mail.

Though not the main topic of this thesis, the differences between branches, age groups or nationalities and their perception of what is important to intercultural-internal communication, can be detected with this sampling method. This was made possible as no specific branch, departments or tenure were chosen, but scattered through all ages and branches.

3.3 The Questionnaire

Though a questionnaire can be seen as forcing the respondents to make choices – in this research context it is part of the point. The different communication audits, e.g. the International Communication Association Audit (Goldhaber, 1993) and Communication Satisfaction Audit (Downs & Hazen, 1977) establish that there is a relationship between how satisfied employees are with the communication in the company and job satisfaction. However, there seems to be no former research done regarding what the employees find important (other than the given aspect of satisfaction) and the candidate was unable to find any appropriate scales and items for the purpose of the thesis. Because of this, this thesis takes a step to the side of the mainstream internal and intercultural research, by looking at what the literature on the topic actually emphasize.

The literature review revealed several common topics in intercultural and internal communication, crossing the two academic fields. These topics make out the independent variables to test their relationship to intercultural-internal communication, as perceived by employees. The rigid format of the questionnaire will then force the respondents into the landscape that has been laid out by the literature review, and gain results from areas of limited exploration. This said, the questionnaire was made out of secondary information, whereas the questionnaire itself will provide primary data, as it is drawn from the attitudes of the employees of Company X. Concerning the use of statements forcing respondents to unveil their attitudes, Jacobsen (2005) states that research dealing with this and the alternatives is inconclusive, in terms of ruling one tactic as the best. However, the most frequently used

method when the goal is to measure attitudes and feelings is the statement tactic (Converse & Presser, 1986, in Jacobsen, 2005).

In addition to the motives already mentioned, other reasons for selecting the questionnaire are supported by the advantages mentioned in Burns & Bush (2010): With a questionnaire, all respondents are given the same questions, under the same circumstances (no researcher present for clarifications or bias) and with the same response options. The administration is easy, and analyses get less complicated without much room for the researcher's own interpretation and subjective opinion.

3.3.1 Scales

According to Hague (n.d.) scales “...are questions in which limited choice of response has been chosen to measure an attitude, an intention or some aspect of the respondents behaviour” (p. 40). Scales are divided into several categories, besides the nominal scales of gender, affiliated branch and which country the respondents come from, all questions in this questionnaire are answered in an ordinal interval scale design. Hair et al. (2003) describes this scale design as an ordinal scale transformed and given artificial distances for the purpose of turning it into an interval scale. As there seems to be no existing scales regarding the exact purpose of this thesis, sticking to already established general scales could at least be done.

The questionnaire is after to what level the respondent agree or disagree with given statements. This is adapted after Renis Likert's scale from 1932, who labeled the different labels on his original 5-point scale as “Strongly disagree”, “Agree”, “Neither agree nor disagree”, “Disagree”, and “Strongly agree”. Albaum (1997) writes that this scale format was used to measure the direction of attitudes but also the intensity of these attitudes. Over the years and as the development of the Likert scale continued, the scale has been prolonged to 7, 9 and even more levels (Hair, et al., 2003; Wilson, 2006; Fisher, 2010).

For the purpose of this thesis the 7-point scale was chosen. As stated earlier, Likert's original scales had five scale points, yet Johns (2010) argues that a theoretical reason why other lengths of scales cannot be chosen is not present. He justifies this as the options should reflect an underlying continuum and not a fixed number of attitudes. While no studies give grounds of preferring five over seven scale points, research confirms that less than five or more than seven scale points gives significantly less accurate data (Johns, 2010). In his equation comes the matter of practicality, and a large number of scale points may leave their intended meaning behind. In line with Albaum (1997), Alwin (1997) also approves of the 5-7 scale

points, as this number provides a better framework for information transmission which opens up for a more accurate reflection of the respondents' attitudes. He also remarks the conceptualization of attitudes as consisting of both direction, intensity and a region of neutrality.

As seven gives the respondents more scale points to deal with, there are ways to keep the respondents on track while completing the survey. Labeling the different scale points, is emphasized by Johns (2010) as a way of doing this. Just a labeling of the extreme points (Strongly disagree/Strongly agree) with numerical labels to the options in between is not sufficient, "...full labelling enables respondents to deliver much higher quality data. (They also prefer it)" (Johns, 2010, p. 6).

Matell & Jacoby (1972, in Garland, 1991) argue that if the number of scale labels increase, the use of the mid-point (No/Neutral opinion) decrease. Their research showed that only 7 % of the respondents would use this option, if seven, nine or more options were included. An average of 20 % would use the option if three or five scale labels were used. Garland (1991)⁵ concludes his comments with two potential "dangers" of including or removing the neutral option as being: (1) In the lack of a neutral option the tendency seems to be to leave a more negatively loaded response (2) Where a neutral option is present the tendency seems to be a social desirability bias, where the respondent desires to please the researcher with a more socially acceptable answer and not giving their true opinions. However, including a mid-point never has a guarantee of representing a neutral opinion of a respondent, and may for instance be a result of the respondent's uncooperativeness, hesitancy to answer or just inapplicability of the question (Frery, 1996).

Albaum (1997) favors the inclusion of a mid-point, and states: "*There could be a sensitising effect if a respondent expects to find a neutral position and does not find one. Since composite scores tend not to be affected by inclusion, it has been argued that a neutral position should always be included*" (pp. 333-334). Johns (2010) seems to agree with him as he sees it as unfortunate to force respondents into agreement or disagreement, when they really have no opinion or are uncertain of their view on the given topic. Other challenges with using scales in general can also be systematic errors. Albaum (1997) mentions leniency, general tendency and proximity as being different types of this error. They represent, accordingly, giving either

⁵ Garland's (1991) review looked at the inclusion or removal of a mid-point in the context of importance scales, not in level of agreement scales. He comments the fact that tendencies might change dependent on the context of the scales.

too high or too low scores, the unwillingness of giving high or low scores and giving similar answers to seemingly closely related items (Albaum, 1997).

Searching through a marketing scale handbook's attitudinal disagree-agree scales (Bruner & Hensel, 1992), various literature on the topic (Vagias, 2006; Losby & Wetmore, 2012), and their listings of these scales' labels, these are the labels most frequently utilized: (1) Strongly disagree, (2) Disagree, (3) Somewhat disagree, (4) Neutral/No opinion, (5) Somewhat agree, (6) Agree, and (7) Strongly agree.

Funded in the reasoning above, well-aware of the implications argued, the candidate chose a 7-point scale, and see the scale labels above as most fitted for the purpose of this thesis.

3.3.2 Operationalization

As explained in the previous chapter, the common denominators of intercultural and internal communication make up the variables in the research model of this thesis. Table 1 illustrates what the candidate, backed by research and literature on the two different topics, meant by the different variables, and what work of literature the meaning stems from. These different meanings, or explanatory variables, had to be transformed into questions. Questions that included the very meaning (Table 1) brought to it by its associated researcher/writer, but still fitted to the purpose of the thesis. Table 3 will illustrate this.

Table 3: Questionnaire with related sources and explanations

Question	Explanation	
1. Gender 2. Age 3. Branch/Division 4. Nationality collaboration	1. Detecting differences between the sexes. 2. --- >> --- different age groups. Open reply box 3. --- >> --- branches 4. Detecting differences between different nationalities (roll-down option with all nations of the world)	
A. For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important...		
	Source(s)	Explanation
5. ... with intercultural skills 6. ... to be able to adjust to the given communication situation 7. ... to actively participate in the communication 8. ... to show you can put yourself in other people's situation 9. ... to have skills based on practice/real life 10. ... all in all, with skills	5. Ricard (1993), Holden (2002), French (2010) 6. Ricard (1993), Hofstede et al. (2010) 7. Holden (2002), Hofstede et al. (2010) 8. French (2010) 9. Holden (2002), Hofstede et al. (2010) 10. Developed	To measure the respondents' level of agreement to the statements stressing that the given skills are important for a good intercultural-internal communication (IIC).
B. For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important to be informed/conscious about...		
11. ... cultural differences 12. ... differences between those involved in the communication	11. and 12. Ricard (1993), French (2010) 13. Ricard (1993), Holden	To measure the respondents' level of agreement to the statement stressing that

13. ... the similarities of those involved in the communication 14. ... different group dynamics across cultures 15. ... you being “different”	(2002) 14. Ricard (1993), Hofstede et al. (2010) 15. --- >> ---	different kinds of awareness (changed to informed/conscious for simplifying purposes) in intercultural communication, is important for good IIC.
C. For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important to be familiar with/have knowledge about...		
16. ... cultural differences 17. ... the cultures of the people involved in the communication 18. ... the area where the involved comes from 19. ... the differences between the involved 20. ... the similarities of the involved 21. ... different group dynamics across cultures	16. Ricard (1993), French (2010), Hofstede et al. (2010) 17. Ricard (1993) 18. --- >> --- 19. Ricard (1993), French (2010), Hofstede et al. (2010) 20. Ricard (1993) 21. Holden (2002)	To measure the respondents' level of agreement to the statement stressing that knowledge (changed to “to be familiar with/ have knowledge about” for simplifying purposes) of different aspects of intercultural communication is important for good IIC
D. For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important...		
22. ... that employees encourage each other to take responsibility for this communication. 23. ... that this kind of communication is regularly evaluated 24. ... that taking responsibility is encouraged by the management 25. ... that all employees take responsibility 26. ... that management facilitates for employees to take responsibility for this communication.	22. Holden (2002), Company X 23. Clampitt et al. (1994), Mounter (2003) 24. Holden (2002) 25. Kalla (2005), French (2010) 26. Company X	To measure the respondents' level of agreement to the statements stressing that figuring out who is responsible or if someone/a body of the organization should be responsible for the IIC is important for the IIC to be good.
E. For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important that...		
27. ... all employees of the company share knowledge with each other. 28. ... all employees of the company share experiences with each other. 29. ... all employees of the company have professional discussions 30. ... communication between departments are effective 31. ... I have an established network to communicate with 32. ... employees are addressed appropriately (e.g. sir, ma'am, first vs. last name) 33. ... employees are dressed appropriately for the situation 34. ... employees show the correct courtesies (nodding, bowing, shake hands) 35. ... employees recognize their role in the communication 36. ... the work climate, all in all, is regarded as professional	27. Erlie (2003), Kalla (2006) and Kommunikasjonsforeningen (2013) 28. --- >>--- 29. --- >>--- 30. Clampitt et al.(1994) 31. Clampitt & Girard (1993) 32. Ricard (1993) 33. --- >>--- 34. --- >>--- 35. --- >>--- 36. Summarizing	To measure the respondents' level of agreement to the statements stressing given characteristics of a professional work environment that is important for good IIC.
F. For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important that...		
37. ... I get feedback on my work 38. ... I feel I am being heard 39. ... motivation among colleagues is apparent 40. ... enthusiasm among colleagues is apparent 41. ... the management is inspiring 42. ... I feel comfortable while communicating	37. Downs & Hazen (1977), Clampitt & Girard (1993), Erlie (2003), Yates (2006), Kommunikasjonsforeningen (2013) 38. Clampitt et al. (1994)	To measure the respondents' level of agreement to statements stressing given characteristics of the general work environment that is important for good IIC.

43. ... the work climate is non-judgmental 44. ... the work climate is prejudice/stereotype free 45. ... the work climate in general is satisfactory.	39. Erlien (2003), Kommunikasjonsforeningen (2013), Downs & Hazen (1977), Clampitt (2010) 40. --->>---, Ricard (1993) 41. Clampitt et al. (1994) 42. Ricard (1993) 43. French (2010) 44. --->>--- 45. Summarizing	
G. For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important that I can use...		
46. ... telephone calls 47. ... telephone text messages 48. ... e-mails 49. ... the company's intranet 50. ... face to face communication 51. ... instant messages (IM, chat) 52. ... printed formats 53. ... electronic formats	46. Kommunikasjonsforeningen (2013) 47. --- >> --- 48. --- >> --- 49. --- >> --- 50. --- >> ---, Welch (2012) 51. Kommunikasjonsforeningen (2013) 52. Welch (2012) 53. --- >> ---	To measure the respondents' level of agreement to statements stressing that given means and formats of communication is important for achieving good IIC.
H. For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important that...		
54. ... the communication is free of disruptions (disturbances, and noise). 55. ... the channel used is efficient 56. ... the communication platform/channel is easy to access 57. ... I can save information communicated 58. ... I can retrieve information communicated whenever needed 59. ... I can look/search for information communicated on my own 60. ... the communication can be restated/repeated for confirmation	54. Downs & Hazen (1977) 55. Clampitt et al. (1994) 56. --- >> --- 57. Welch (2012) 58. --- >> --- 59. --- >> --- 60. Company X	To measure the respondents' level of agreement to statements stressing given characteristics of the communication that is important for the IIC to be good.
61. With one word, state what is important to you for the communication between you and your colleagues from different cultures/nationalities to be successful		Letting the respondents speak freely of what is important to them (might be biased by the topics and themes of the rest of the questionnaire).
J. For the communication between me and my colleagues from other cultures/nationalities to be good...		
62. ... the matter of where responsibility lies has to be clear 63. ... the work environment has to be professional 64. ... the general work climate has to be good 65. ... the choice of channel has to be considered 66. ... those communicating need to have the right set of skills 67. ... those communicating have to be aware of and have knowledge about cultural differences 68. ... the intercultural-internal communication, all in all, has to be good.	Developed --- >> --- --- >> --- --- >> --- --- >> --- --- >> --- --- >> ---	To measure the validity of the dependent variable (good intercultural-internal communication) based on the characteristics of the independent variables (responsibility, professional work environment, general work climate, channel, skills, and awareness and knowledge). Done by measuring the respondents' level of agreement to the statement stressing that the factors (independent variables) have to be present for the IIC to be good.

3.3.3 Pre-test of the Questionnaire

Table 3 represent the questionnaire after the pre-tests was done. A few test respondents that had every qualification necessary to complete and give feedback on the questionnaire were asked. The pre-test revealed a few questions which required rephrasing and short explanations in brackets. Question number 67 was also ruled as a double-barred question, which jeopardize the respondent's attitude on one of the items in the question (Wilson, 2006). The question was still kept in its original state with the candidate fully aware of the consequences. This was the decision as the independent variable represented by that question, represent awareness and knowledge as one variable.

Question 8 originally stated "... to show empathy", but it was chosen to replace the word 'empathy' with a simple description of what empathy is. Question 8 is now in line with Myers' (2008) definition of empathy: "*putting oneself in another's shoes*" (p. 166). Statements in section B and C, originally stated only "aware of" and "knowledge about" , but was altered to synonyms or other closely related words for clarifying purposes, as they were underlined as vague by the candidate's contact person at Company X.

3.4 Collection of Data

The data collection was from primary sources, and was provided by the employees of Company X. The questionnaire or survey was self-administered, where the respondents would register their own answers, and was done through an online survey generator – www.smart-surveys.com (online from 11.04.14). Since all employees who were chosen as this research's sample by the candidate's contact person possess corporate e-mail accounts, all would be able to access the online survey (Appendix 11).

Although the questionnaire approach leave the respondents free of interviewer/researcher bias, extra attention must be paid in regards of having clear and clean questions and impeccable design. One must be certain that respondents will not need any clarifications as the researcher is unavailable to assist in such an event (Wilson, 2006). The matter of motivating the respondents to finish the entire survey is also mentioned by Wilson (2006). The candidate's motivation triggers were the cover letter (Appendix 13a) included in the e-mail with the URL to the survey, and a bar showing the respondent his/her progress in the survey, which was visible both at the top and bottom of each survey page. A "Save and Continue" option was also enabled. This provided the respondents with the opportunity to save their response at any given stage of the survey, and receive an e-mail (to an address of

their choice) with an URL to continue the survey where they left of, for completion when convenient. Besides this, advantages such as reduced costs, delivery speed, personalization of survey lay-out, and coverage ratio (all targeted email recipients in the company) come with choosing the online survey. This was also regarded as the only practically possible solution by Company X.

An email with the link to the online survey was sent from the candidate's contact person, to different managers who could forward the link to employees facing internal communication with co-workers from different cultures/nationalities. When the survey had been available over a holiday period (Easter), a reminder was sent again to the same employees to secure a higher response rate (Appendix 13b).

The online survey was created in a way that it required an answer from the respondents to every question to be able to move on to the consecutive page. A warning note, with kind instructions to tick of a box or leave an answer, would appear if the respondent failed to finish a page. Obviously only one answer per question was possible. The survey consisted of all together 7 pages, including the finishing Thank you-page (Appendix 11).

Due to the questionnaire consisting almost solely of attitudinal questions, with only a few demographic questions, it was not necessary to fill out the notification form regarding personal information to the Norwegian Social Science Data Protection. The company in the thesis is not recognizable, nor is the different respondents as they are only identified by an arbitrary ID number.

3.5 Validity and Reliability

Before looking into the different statistical analyses to be applied in this thesis, the important matters of a research's validity and reliability have to be discussed. In Jacobsen's (2005) opinion two of the features of a good survey are if the survey is measuring what it intended to measure and if the survey is trustworthy, or possible to replicate. The term used to characterize a survey's ability to measure what was intended is validity, while the term for characterizing a trustworthy survey is its level of reliability (Shiu, et al., 2009).

3.5.1 Validity

One can imagine it is difficult to measure an entire concept in just one question in a survey. A concept usually has several aspects to it, leaving the researcher with the challenge of specifying the aspects of these research concepts. Jacobsen (2005) illustrates this challenge as

is done in Figure 5. The concept sought measured have a theoretical definition that (if it is a good one) should capture all aspects of it. At the same time, only parts of the concept sought measured relates to the concept as it applies in the context of the survey's topic. This thesis did not escape this challenge either – quite the contrary. The concepts in this thesis (responsibility, professional work climate, general work climate, awareness and knowledge, skills and channels) are rather vast if seen from a theoretical perspective, consist of many subtopics and can be used in plenty of contexts. The creation of this thesis' concepts was done based on previous research/literature that highlighted them in some way when it came to their influence on either internal or intercultural communication, while operationalized by the specific context, the candidate's own judgment and requests from Company X.

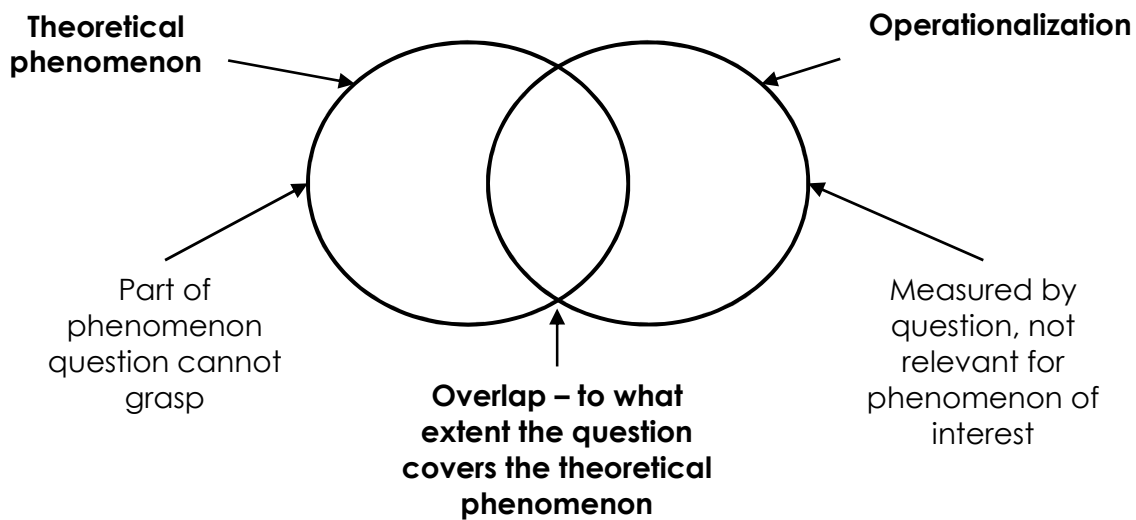


Figure 5: Correspondence between theoretical phenomenon and operational definition (Jacobsen, 2005)

Two of the most common types of validity are content and construct validity, but researchers often deal with many more (Wilson, 2006). Top content validity means that all dimensions of a concept is included in the scale measuring it, and Wilson (2006) continues by stating that the validity level can be reached by subject experts and hence have a subjectivity bias. Because of this, and the other type of validity measure, construct validity is used to supplement content validity (Wilson, 2006). According to Shiu et al. (2009), construct validity concerns how thoroughly and accurately the concepts are identified before trying to find functional relationships. This is the general idea of what construct validity is, but usually one separates between convergent and discriminant validity:

“Convergent validity is a measure of the extent to which the results from a scale correlate with those from other scales or measures of the same topic/construct. Discriminant validity assesses the extent to which the results from a scale do not correlate with other scales from which one would expect it to differ” (p. 182, Wilson, 2006).

As mentioned, it is challenging to assure the validity of a construct, but Jacobsen (2005) points out measures to control the validity to some extent. Firstly, he mentions letting people with knowledge or professional experience from the specifications aimed for evaluate them, including letting actual respondents have a say. This has already been discussed in the part 3.3.3 Pre-test of the Questionnaire. Secondly, the inclusion of several indicators per theoretical phenomenon, or independent variables, is mentioned. As seen in Table 3, number of indicators per variable ranges from 5 to 10. This sort of validity can be revealed through a correlation analysis (3.6.3 Correlation Analysis). The final control point cited is the comparison of the results of previous theories or other empirical research, to assure internal validity. As nearly the entire survey is based on previous research/literature the internal validity can be assumed as strong. However, the fact that the survey of this thesis does not have a completely equal basis of comparison weakens the strength of that assumption.

Yet another form of validity has to be considered – the level of external validity. According to Shiu et al. (2009) this validity reveals whether the results based on the data from the sample applies to the entire population, or in other words its generalizability. This leads back to the topics discussed in the Sample section (3.2 Sample).

3.5.2 Reliability

In Wilson’s (2006) words reliability gives an indication of how consistent and stable the results from rating scales are, and can be done in two kinds of tests, but only one is relevant in this thesis⁶. The question of the test not practically possible to do here, can still be asked for hypothetical purposes: Would the results be approximately the same if the survey was conducted one more time? If the answer to that question is yes, the reliability would be assumed as high (Jacobsen, 2005). According to Wilson (2006) this makes the research of the cross-sectional kind, meaning that the research is based on the circumstances at one specific

⁶ Measuring the stability in a test-retest requires questionnaire distribution at separate times with identical conditions. The intervals between the tests have to be long enough for the respondent not to remember their responses from earlier tests (Wilson, 2006). Because of the relatively short time aspect of this thesis, such a test was impossible to conduct.

occasion. Wilson (2006) demonstrates by referring to this type of research as a ‘snapshot’ of the exact time the research was done. However, the fact that the source of information is primary resources is also highlighted by Jacobsen (2005) as being an indication of reliability.

The reliability test that can be conducted is the split-half reliability test. This test divide the items of a scale in two halves, and the scores of these halves are correlated against one another – highly correlating results equals good internal consistency (Shiu, et al., 2009). Internal consistency refers to how well each item of a scale will match the construct in question (Wilson, 2006). Only one split-half reliability test will rarely do any good, without testing all the possible halves and how they correlate. For this purpose the statistical test coefficient alpha, also called Cronbach’s alpha, can be used (Wilson, 2006; Shiu, et al., 2009). The result level which is deemed as satisfactory is agreed upon by both Wilson (2006) and Shiu et al. (2009) to be 0.6 or higher, and results lower than this is ruled as an indication of little internal consistency. Hair et al. (2014) states that the lowest Cronbach’s alpha limit one generally agree upon is set at 0.7, but softens to 0.6 when exploratory research is in question.

According to Jacobsen (2005) a survey’s reliability is a reflection of the researcher’s craftsmanship, and should be as flawless as possible. He continues by stating that a reliable result is when none of the circumstantial arrangements or analyses of the survey will influence it, but solely be affected by the respondents’ opinions and attitudes.

3.6 Statistical Analyses

This section will provide brief descriptions of the different statistical analyses to be conducted in the Analyses chapter. Because of the exploratory approach of the thesis the analyses will not be of the most advanced sort, but will nonetheless provide important information about the data collected. The different analyses will also be of help on the way of accepting or rejecting the suggested hypotheses of the thesis.

3.6.1 Descriptive Statistics

What the term descriptive statistics (descriptives from now on) dwell around is to a certain extent self-explicatory. These kinds of statistics portray the general and basic characteristics of the data collected. This overview of the data is most commonly depicted through central tendency measures; which are the mean, mode and median of the data set; and how the data set’s values are spread out through range and standard deviation, according to Wilson (2006).

The descriptives applicable in this context are first of all the mean, which reveals the arithmetic average of a data set (sum of values in the set divided by number of respondents) (Wilson, 2006). Unlike the mean, which can only be used on interval and ratio data, the mode can be used on all kinds of data (Wilson, 2006). The mode tells which value (age, level of agreement, branch and nationality) is most frequently answered, and can show what the major groupings of the data set are (Shiu, et al., 2009). This is closely related to the frequency and frequency distribution, which displays the number of times one response is registered in the data set, and the distribution of the given responses (Shiu, et al., 2009).

Next of the central tendency measures is the median. When all responded values are lined up in descending or ascending order (1, 2, 3, 3, 4, 4, 5, 6, 7) the median represent the value that remains in the middle of the line when it is split in to equal halves (Shiu, et al., 2009). In the example above the median is 4. Wilson (2006) states that one of the advantages of this tendency measurement is that it will remain unaffected by the extreme high or low values of a set which especially the mean will. However, if the number of responses is even and a single mid-value will not appear, Wilson (2006) and Shiu et al. (2009) present two different solutions to the problem. Wilson (2006) declares that a calculation of the average value of the two mid-values is the median. Shiu et al. (2009) also mentions the average method, but also embrace the procedure of looking at the value equal to or higher than 50% if there exist a cumulative percentage distribution overview.

An insight into how different or similar “the rest” of the values in the data set are to the central tendency measures, can be given by measures of dispersion (Shiu, et al., 2009). One of the most basic ways of seeing this is through the range, which calculates the distance from the lowest to the highest value registered in the data set (Shiu, et al., 2009). With this measure all the values of the set will be included, not leaving the extreme values or outliers out of the discussion. What measures the average distance from different values to the mean is called standard deviation. This measure is explained by Wilson (2006) as “... *the square root of the sum of the squared deviations from the mean divided by the number of observations minus 1*” (p. 230). Stated in a simplified manner by Shiu et al. (2009) the standard deviation will tell to what level the respondents agree with each other, to each question asked. The smaller the number is, the smaller the distance between the mean and the extremities, which should indicate a strong level of agreement, among the respondents.

3.6.2 Factor Analysis

The overall purpose of the factor analysis is to detect the underlying tendencies of a group of variables for reducing and simplifying large amounts of data (Wilson, 2006; Shiu, et al. 2009). Before conducting a factor analysis the topic concerning what kind of factor analysis to choose has to be discussed. Hair et al. (2014) states that the debate regarding the two factor analyses, *exploratory factory analysis* (EFA) and *confirmatory factory analysis* (CFA), is continuous between researchers of different academic affiliations. This debate is quite relevant in the context of this thesis as well. While the CFA measures and tests relationship based on theory or prior research, with expectations to what the results will be, the EFA has a softer approach seeking the mere structure among a given set of variables (Hair, et al., 2014).

How this discussion is relevant for this thesis has to do with parts of it leaning towards a CFA and other parts leaning towards the EFA. However, the the choice fell on a EFA, as it was ruled as the most appropriate, based on basically two intertwining conditions. First, even though the candidate based the variables of the research model on previous research and literature, none of them had previously been utilized for the purpose of this thesis. The variables, as have already mentioned, are vague and are shaped to fit the intended context of intercultural-internal communication. Hair et al. (2014) state that one of the differences between the two analysis is that the factors of the EFA derive from statistical result, whereas the factors from the CFA come from theory. This leads to the second condition of the candidate's choice. A CFA has a bombastic feel to it, which seems unfortunate for the suggested research model without established scales to support it.

To some extent, the primary reduction in this disseration was done in the assessment of the selected research/literature in determining the independent variables for the research model. These variables are only suggested, based on the literature/research considered and assumptions, but the relationship between the items or questions representing them lack confirmation. This puts the research model up for altering, which is stated by Wilson (2006) as he explains that factors describing these underlying tendencies are not necessarily observable, but still calls for attention because of the input from e.g. a survey.

The suggested independent variables in this thesis, consisting of presumed antecedents that were anticipated to load into the suggested independent variables or factors. According to Shiu et al. (2009), when performing an EFA the items of the questions will show themselves as factor loadings. These factor loadings will show the correlation, or association, between the

items and the new factor. Though dependent on the sample size, Hair et al. (2014) use the rule of thumb that loadings +/- 0.5 should be required to securing the variable's significance.

3.6.3 Correlation Analysis

The correlation analysis is a bivariate analysis existing to test the relationship between two variables, but only the amount of association between them, and not whether one variable is causing change in the other or not (Wilson, 2006). With this subject covariance should also be mentioned. According to Shiu et al. (2009) perfect covariation shows that change in one variable consistently means change in another variable. The covariance can be displayed in a scatter diagram, that will portray whether the relationship is negative (decrease in one variable, means increase in another), positive (increase in one variable means increase in the other), curvilinear (increase in one variable, means increase in another until a certain point) or non-existing (Shiu, et al., 2009).

The scatter diagram can reveal several tendencies of the relationship between variables, but Shiu et al. (2009) point out the Pearson correlation coefficient as a more precise tool for this purpose. This coefficient gives a numerical value illustrating the strength of the relationship between the variables. The value will range from -1 (perfect negative) to +1 (perfect positive), and any value +/- 0.6 is regarded as a strong relationship, where 0 indicates a nonexistent relationship (Wilson, 2006; Shiu, et al., 2009). Fisher (2010) emphasizes the importance of not mistaking correlation for causality.

In the context of this thesis the relationships up for testing are whether or not the independent variables are perceived as important, by the employees of Company X, for the intercultural-internal communication in the company.

3.6.4 Regression Analysis

The equation of a straight line is what the regression analysis uses as basis for predicting an assumed, suggested or anticipated relationship between a dependent variable and one or several independent variables (Shiu, et al., 2009). The analysis tests to what degree the relationship deviates from the straight line, which independent variables contribute more or less to explaining the dependent variable, how significant that contribution is, plus the consequences of leaving different independent variables out of the equation (Pallant, 2007).

The above mentioned information can be drawn from different parts of the analysis. Two of the most important pieces of information are the R Square (R^2) and the Adjusted R Square

(Adjusted R^2) values, where the proportion of the dependent variable's variance explained by the independent variables is measured (Hair, et al., 2014). The difference between the R^2 and the Adjusted R^2 is not necessarily much, but the Adjusted R^2 can take into account if a dataset suffers from a small sample, and will provide a more conservative value (Pallant, 2007). Both values run from 0 to 1, and the closer the value is to 1 the greater explanatory power the variable(s) have. This means that with an R^2 at 0.5 the model (the independent variables) explains 50% of the variance in the dependent model, if significant which is expressed in an ANOVA table (Pallant, 2007).

The regression analysis can also reveal multicollinearity, which means that the variables correlate too much and is revealed for instance through collinearity diagnostics provided by the analytical software (Pallant, 2007). Outliers, respondents' values that differ a great deal from the rest of the dataset, can also cause trouble for the regression analysis, and according to Pallant (2007) there are several ways of both discover and handle them. She mentions the graphs Normal Probability Plot of Regression Standardized Residuals and Scatterplot, where the actual outliers will be made visible. She also mentions numerical ways of discovering these outliers, such as the Mahalanobis distance and Cook's distance, where the values have to remain within a given range (Mahalanobis is dependent on the number of independent variables, Cook's should be less than 1.0).

With the details of the methodology and the different statistical analyses presented, the next chapter will provide the results of the analyses performed on the data collected.

4 Analyses

This chapter will depict the descriptive statistics, illustrating the characteristics of the sample. Further on, an assessment of all independent variables and the dependent variable was done, in regards of reliability, factor analyses, regression analyses and lastly normality tests were conducted. The software used to perform all statistical analyses was IBM’s Statistical Package for the Social Sciences (SPSS).

4.1 Descriptive Statistics

The total count of employees at Company X is about 6.000 people. The candidate was informed that potentially 700 of these employees could receive the email with the URL to the survey attached. However, only 100 of these completed the survey leaving a response rate at $100/700 = 14\%$, which was much lower than the candidate had hoped for. Nonetheless, these responses are full responses as all questions had forced answers, meaning that the respondents had to leave an answer to be able to continue the survey.

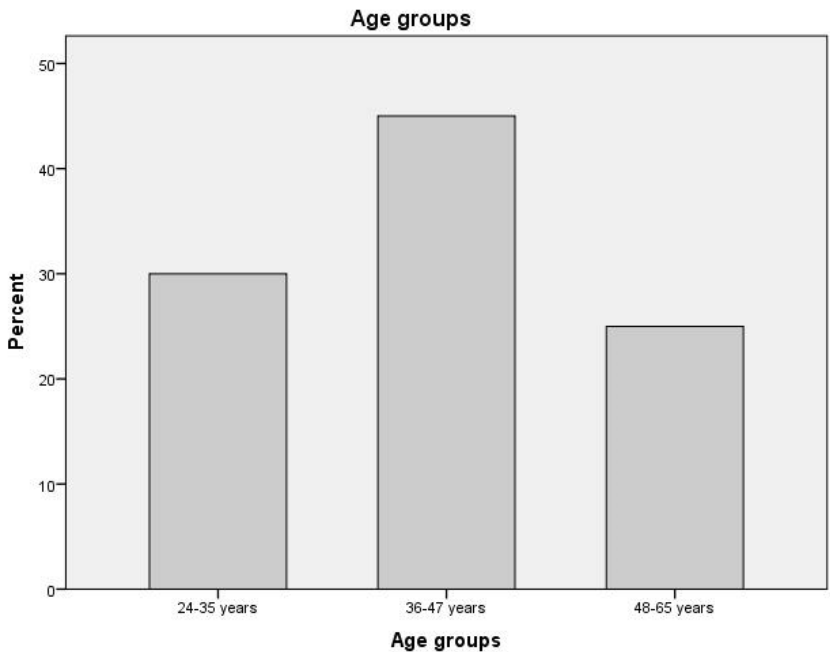


Figure 6: Sample’s Age Group Distribution

The common approach would first be to clean the data (Pallant, 2007), but as the survey was conducted online inhibiting respondent to leave responses outside the range displayed, it was not necessary to check for values outside the given range. A glance at the basic descriptive statistics of the data set shows a gender distribution where

69% are men and 31% women. The age span of the sample ranges from 24 to 65 years (Figure 6) where the mean, mode and median are 41.37, 34 and 40, respectively. The standard deviation was 9.463. The three departments that were best represented were Field Service (14%), Engineering (11%) and Project Management (10%).

The five countries that stood out with the most respondents were Norway (18), Netherlands (15), United Kingdom (15), United States (12) and Finland (10), representing 70% of the entire sample (Figure 7).

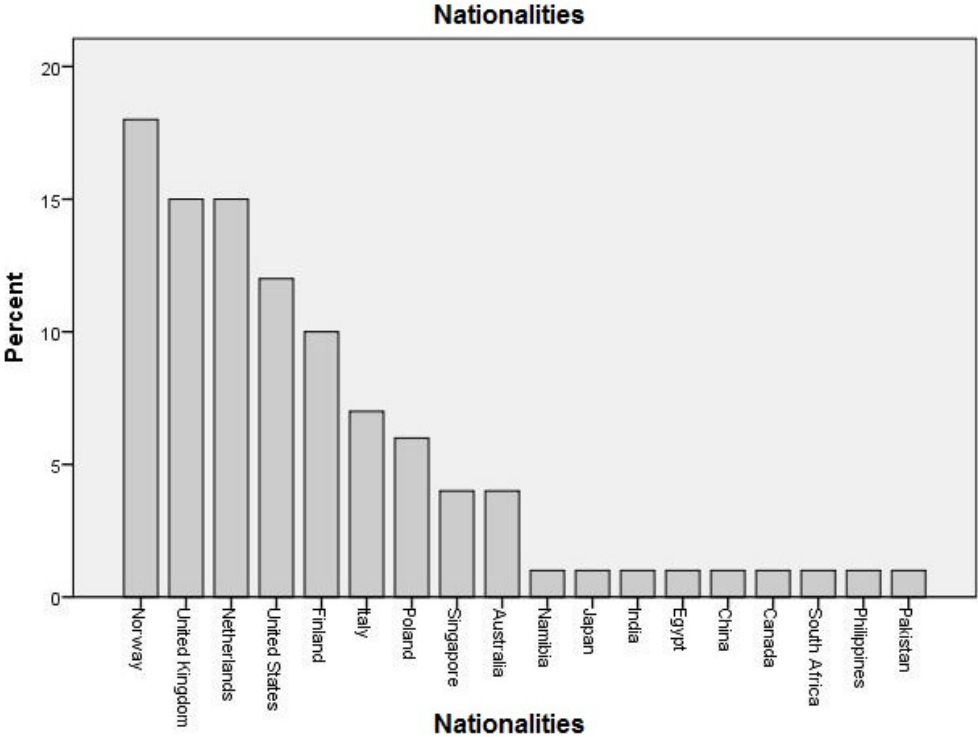


Figure 7: Sample’s Nationality Distribution

Assessing the normality of the dependent variable, both the Histogram and the Boxplot (Appendix 1, Normality, Original Dependent Variable) showed extreme cases, but as the 5% Trimmed mean only differed with 0.10 to the mean, the extreme cases were kept in accordance with the advice of Pallant (2007). Utilizing the Explore method of checking normality also showed a Kolmogorov-Smirnov Sig. value of 0.000, which, according to Pallant (2007), indicates that the normality assumption is violated. She also states that this violation is common in the social sciences. This could indicate that more investigations are in place.

4.1.1 Scale Reliability

Pallant (2007) states that scales with few items (less than 10), which is the case in the majority of the scales in this set, are sensitive to the Cronbach’s alpha measurement of scale reliability. She suggests taking the mean inter-item correlation approach, as it has lower requirements (0.2-0.4) for the scales to be ruled reliable. Both methods were used to assess the reliability of each of the dependent variable. Lowest of the values in the Inter-Item Correlation Matrix was 0.208 (correlation between awareness/knowledge and the

responsibility item), while the other correlations ranged from 0.380-0.666, corresponding with Pallant's (2007) criteria to be ruled as reliable. All items of the anticipated independent variables showed strong Cronbach's alpha's with values above the preferred 0.8. Some of the scales showed one or a few values that were higher in the Cronbach's Alpha if Item Deleted than the overall Cronbach's alpha. As the difference between the overall Cronbach's alpha and the Cronbach's Alpha if Item Deleted never exceeded 0.007, the candidate chose to let the scales stay in their original state, for now⁷.

The previously mentioned skepticism regarding the Awareness and Knowledge variable was tested specifically. Reliability tests measuring first the Awareness-items and later the Knowledge-items were also conducted, showing no differences worthy of mention. A factor analysis was also conducted to check how the variable would load. As anticipated only one component loaded, with a Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) value of 0.901, explaining 67.8% of the total variance where the weakest loading in the Rotated Component Matrix was 0.538, which is strong according to Pallant (2007). Also the dependent variable was tested, resulting in a strong Cronbach's alpha (0.858) with no values higher in the Cronbach's Alpha if Item Deleted table.

4.2 Factor Analysis

To check the suspicions from the normality assessment of the dependent variable, good intercultural-internal communication (IIC), were correct a factor analysis was conducted. The first results showed a majority of values above 0.3 in the Correlation Matrix, a KMO at 0.804 and significant (0.000) Bartlett's Test of Sphericity (Bartlett's) value. However, the variable split and loaded in two clear components explaining 73.7% of the total variance. The Rotated Component Matrix had strong loadings in both components (0.830-0.850 and 0.883-0.753), using the Varimax rotation method, as showed in Table 4, Rotated Component Matrix.

⁷ Appendices and more discussion of these results were deemed as unnecessary by the candidate as these variables were excluded after the factor analysis.

Table 4: Rotated Component Matrix^a DEPENDENT

	Component	
	1	2
Professional work environment	,850	
Good work climate	,832	
Clear where responsibility lies	,830	
Awareness and knowledge of cultural differences		,883
Consideration of channel		,775
Right set of skills		,753

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

The split of the dependent variable suggests that new variables should be created. Evaluating the underlying tendencies of the two components the candidate chose the following name for the new components (1) Organizational and (2) Individual⁸. To see whether or not these new variables could be trusted a reliability test was conducted, with the satisfactory results of 0.829 (Organizational) and 0.787 (Individual) with none of the values higher in the Item-Total Statistics table, under Cronbach's Alpha if Item Deleted (Appendix 2a and 2b). This means, according to Pallant (2007), that the scales are connected in one way or the other, indicating that the items of the Organizational variable and the Individual variable are internally consistent – measuring the same thing. The fact that the meaning behind each of the variables can be interpreted at first glance is also a sign of face validity.

Conducted next was a factor analysis of all the items representing the independent variables. Even though the KMO and Bartlett's had good results (0.807 and 0.000), 11 components loaded where only 1 component alone explained more than 33% of the total variance, of the total 75.3% with all 11 components. The items loading in the components were not clean either, and many loaded in several places. Nor did the majority of the loaded items seem to have any underlying connections, and came off as rather arbitrary. As the original research model suggested 6 independent variables, the candidate decided to perform a new factor analysis with 6 extractions.

During the factory analysis with extractions, both rotation methods were tested to check for differentiated results. In the Pattern Matrix with the Oblimin rotation there were "holes" in the component loadings, while the Varimax showed double-loadings in the Rotated Component

⁸ The names and intended meaning of the variables will be deliberated in 5.1. The New Dependent Variables

Matrix and the loaded values were ruled as too alike. Total variance explained by these 6 components was 62 %, and several factors loaded in multiple components with quite similar values. Sticking with the Varimax rotation method a further reduction, to 5 extractions, was attempted. Even though the KMO remained the same as with 6 extractions, the 5 components only explained 58% of the total variance, and it was decided to start removing items with low loadings at just above 0.4, in accordance with Hair et al. (2014), or factors that loaded in two or more components with no obviously larger value.

After the removal of 15 items, there was only 1 item left to have similar loadings across two components (difference: 0.082) and 1 item with blank results. A new factor analysis was performed where these items were removed, but it created a slight drop in the KMO value, the raise in the total variance explained was only 0.3% and the Rotated Component Matrix was in disorder compared to the previous analysis where 15 items were removed.

The final result, after removing 15 (of 56 total) items, ended with a 0.834 KMO (Appendix 3a), where 6 components explained 65.2% of the total variance and each component was made up by 12 (component 1), 7 (component 2), 6 (component 3), 5 (component 4), 5 (component 5) and 6 (component 6) loadings (Appendix 3b and 3c). The candidate chose not to be conservative in regards of Hair's et al. (2014) advice of removing loaded factors lower than 0.55 with a sample size at 100 respondents, as other values (KMO and total variance explained) were satisfactory. Another requirement from Hair et al. (2014) is keeping the factor loadings above the minimally acceptable level at +/- 0.4. The lowest loading in the components is 0.408, which fulfills this requirement. However, this item was removed due to the lack of fit to the rest of the items in the component.

4.2.1 New Variables

Prior to the creation of new variables the reliability of each of them was tested. All showed good Cronbach's alpha values (0.733-0.950), but one item showed a number that was ruled as too big in the Cronbach's Alpha if Item Deleted column of the Item-Total Statistics table compared, to the overall Cronbach's alpha of the variable. The item in question (Instant messages, chat) was removed, which gave the variable a better Cronbach's alpha (0.854). 4 of the other variables also had Cronbach Alphas if Item Deleted values which were slightly higher than the overall Cronbach's alpha, but not big enough to cause concern (Appendix 4a – 4f).

The items creating the 6 components of the factor analysis is not constructed precisely as the originally suggested research model. However, the candidate claims to have found the underlying tendencies of the 6 components⁹. The components' name and the items they consist of are displayed in Table 5. The numbers refer to the question number in Table 3, in 3.3.2 Operationalization, which the component consist of.

Table 5: Component Name and Items

Component	Items in Component
1. Cultural Familiarity	5, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
2. Atmosphere	31, 33, 37, 38, 39, 40, 41
3. Channel Features	55, 56, 57, 58, 59, 60
4. Collegial Interaction	24, 26, 27, 28, 29
5. Transparency	6, 43, 44, 45
6. Presentation	49, 52, 53, 32, 47, 54

One could argue, according to Hair et al. (2014) that the first component having more than 10 items requires a stricter lower limit. They state that when the number of items increase, so will the scale's Cronbach's alpha. Yet, this component has a powerful Cronbach's alpha (0.950) which should suffice to rid any pressing doubts.

4.3 Correlation

A quick look at each of the new independent variables scatterplots paired with the new dependent variables, gave insight to positive relationships, where the concentration of the dots were in the upper right corner. One could also clearly see one outlier, but it was decided to keep it to prevent a decrease in an already small sample. The results of the following correlation analyses are based on Pallant's (2007) level of strength (0.1-0.29 is small, 0.3-0.59 is medium, 0.5 < is large correlation). All Correlations are displayed in Appendix 5a and 5b).

⁹ Will be discussed and explained in 5.2. Explaining the Summated Scales

Table 6: Pearson's Correlation Squared

Variable	Organizational			Individual		
	Pearson's ² to %	Status		Pearson's ² to %	Status	
Cultural Familiarity	0.392 ² = 15.3%	Medium		0.682 ² = 46.51%	Large	
Atmosphere	0.680 ² = 46.24%	Large		0.396 ² = 15.68%	Medium	
Channel Features	0.738 ² = 54.46%	Large		0.482 ² = 23.23%	Medium	
Collegial Interactions	0.609 ² = 37.08%	Large		0.509 ² = 25.90%	Large	
Transparency	0.583 ² = 33.98%	Large		0.580 ² = 33.64%	Large	
Presentation	0.234 ² = 5.40%	Small		0.290 ² = 8.41%	Small	

Table 6 gives an overview to what degree the different variables help explain the respondents' agreement that either the organizational or individual conditions are important when communicating with culturally different colleagues. The correlation analysis exposed the Presentation variable as the variable to correlate the least with both the Organizational and Individual dependent variable. It was also the variable who had the weakest significance (even though it was significant). When it came to the variables that helped explain the most of the agreement of organizational conditions, Channel Features and Atmosphere stood out the most with respectively 54.46% and 46.24%. Cultural Familiarity and Transparency explained 46.51% and 33.64% of the scores respondents gave the Individual variable, which according to Pallant (2007) is strong. All variables, but the Presentation variables, had significance values at 0.000.

4.4 Regression Analysis

The correlation analyses (Appendix 5a and 5b) can give an idea of how the regression analyses with the different dependent variables (Organizational and Individual) would turn out. None of the variables seemed to be in danger of multicollinearity. The VIF or Tolerance columns did not show any signs of multicollinearity either (Appendix 5c). Less deviation that should cause worry were revealed in the Normal P-P Plot, this was also the case with the Scatterplot where most points clustered around 0 with only 1 outlier. This outlier also violated the Mahalanobis distance (22.46 with 6 variables, according to Pallant (2007)) by more than double and the Cook's distance, but was kept to keep the original number of respondents. The mean value of the Mahalanobis distance (5.9) assisted making that choice. Table 7 and 8, Model Summary and ANOVA, shows a satisfactory Adjusted R Square and rules the model as significant.

Table 7: Model Summary^b, ORGANIZATIONAL

R	R Square	Adjusted R Square	Std. Error of the Estimate
,83 ^a	,694	,674	,43230

a. Predictors: (Constant), Presentation, Collegial Interaction, Cultural Familiarity, Channel Features, Transparency, Atmosphere

b. Dependent Variable: Organizational

Table 8: ANOVA^a, ORGANIZATIONAL

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	39,396	6	6,566	35,134	,000 ^b
Residual	17,381	93	,187		
Total	56,777	99			

a. Dependent Variable: Organizational

b. Predictors: (Constant), Presentation, Collegial Interaction, Cultural Familiarity, Channel Features, Transparency, Atmosphere

The Coefficients table (Appendix 5c) depicts Channel Features as the strongest unique contributor to explaining the dependent variable (0.423, Sig. 0.000), in the Beta column under Standardized Coefficients. The rest of the contributors are Atmosphere (0.256, Sig. 0.001) and Collegial Interaction (0.216, Sig. 0.005). Looking at the Part value, under Correlations in the same table, the same variables will tell that the R Square value will drop by respectively 3.6% or 2.7% if the variable was removed (Pallant, 2007). If Channel Feature was removed from the model the R Square value would drop 10.3% (Part value 0.321²). According to Pallant (2007) the reason why the drop in R Square might not seem too drastic, as Channel Feature is the biggest explanation contributor after all, has probably to do with several of the variables share and overlap in their contribution to explaining the dependent variable, the Part squared value represent the variables *unique* contribution.

The second dependent variable, Individual, had similar results. Also here Presentation only correlated higher than 0.3 with one variable (Transparency), while the other variables had good correlations. Cultural Familiarity correlated the most with the Individual variable with 0.682. This value is beneath the values where multicollinearity might be suspected, and the non-existent multicollinearity is also supported by appropriate VIF and Tolerance values (Appendix 5d). The Normal P-P Plot looked alike the one of the Organizational variable, as did the Scatterplot. Four cases violated the Mahalanobis value, but the satisfactory mean (5.94) weighted in the favor of keeping the four violating cases. Cook's distance was violated by 0.021 points. 1 case was highlighted in the Casewise Diagnostics, but the difference

between the predicted and the actual value was only 1.7, and was not considered large enough to be removed.

The model fit of the Individual variable was not as good as for the Organizational, but still satisfactory and significant as showed in the Table 9, Model Summary and 10 ANOVA, below.

Table 9: Model Summary^b, Individual

R	R Square	Adjusted R Square	Std. Error of the Estimate
,773 ^a	,588	,562	,57977

a. Predictors: (Constant), Presentation, Collegial Interaction, Cultural Familiarity, Channel Features, Transparency, Atmosphere

b. Dependent Variable: Individual

Table 10: ANOVA^a, Individual

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	44,677	6	7,444	22,152	,000 ^b
Residual	31,261	93	,335		
Total	75,938	99			

a. Dependent Variable: Individual

b. Predictors: (Constant), Presentation, Collegial Interaction, Cultural Familiarity, Channel Features, Transparency, Atmosphere

The Beta and Sig. columns in the Coefficients table (Appendix 5d) display Cultural Familiarity as the strongest unique contributor to explaining the dependent variable when all other variables are accounted for, with 0.468. The other significant contributor was Transparency (0.193). When the Part value was squared it tells that Cultural Familiarity and Transparency explain, respectively, 14.9% and 2.04% of the total variance by R Square, and how much the R Square would drop if they were kept out.

The results of the initial regression analyses can be regarded as satisfactory. However, the Presentation variable did not contribute to any of the dependent variables, and another round of regression analyses was conducted without the Presentation variable in an attempt to attain a more consistent model¹⁰.

¹⁰ Further justification of removing the Presentation variable in 5.3 Removal the Presentation Variable

4.4.1 Regression Analyses without Presentation

First assessed was the Organizational variable. As displayed by Table 11, when the Presentation variable was removed all variables correlated with one another, but still within the limits of multicollinearity. The dependent variable has the highest correlating value with Channel Features at 0.738, while the lowest with Cultural Familiarity (0.392).

Table 11: Correlations, ORGANIZATIONAL

	Organizational	Cultural Familiarity	Channel Features	Collegial Interaction	Transparency	Atmosphere
Organizational	1,000					
Cultural Familiarity	,392	1,000				
Channel Features	,738	,353	1,000			
Collegial Interaction	,609	,474	,470	1,000		
Transparency	,583	,499	,513	,499	1,000	
Atmosphere	,680	,347	,581	,518	,513	1,000

The R Square value remained the same, while the Adjusted R Square had a slight increase (from 0.674 to 0.678). The new R values are displayed in Table 12. The next table, Table 13, shows that the model is significant.

Table 12: Model Summary^b, ORGANIZATIONAL

R	R Square	Adjusted R Square	Std. Error of the Estimate
,833 ^a	,694	,678	,43000

a. Predictors: (Constant), Atmosphere, Cultural Familiarity, Channel Features, Collegial Interaction, Transparency

b. Dependent Variable: Organizational

Table 13: ANOVA^a, ORGANIZATIONAL

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	39,396	5	7,879	42,613	,000 ^b
Residual	17,381	94	,185		
Total	56,777	99			

a. Dependent Variable: Organizational

b. Predictors: (Constant), Atmosphere, Cultural Familiarity, Channel Features, Collegial Interaction, Transparency

Minor increases are also evident in the coefficients, after removing Presentation (Appendix 6a). Based on the numbers in the Appendix, Channel Feature is still the highest contributor to explaining the dependent variable, and with the highest significance. Even though it was not by much, some variables also increased their contribution, when the Presentation variable was removed. The contribution each of the significant variables, Channel Features, Atmosphere

and Collegial Interaction made to the total R Square (Squared Part value) was respectively 10.5%, 3.6% and 2.8%¹¹. The results are deemed satisfactory and multicollinearity is once again ruled as not present by good values in the VIF and Tolerance columns (Appendix 6a). The highest and violating Mahalanobis value minimized with the Presentation variable gone, and it was still violated by only one respondent. But as before, the mean Mahalanobis value was adequate, and the respondent was kept. This was also the case with Cook's distance (Appendix 6c).

To validate the results properly the normality of the model was tested. As shown below, in Table 14, the Kolmogorov-Smirnov significance value is non-significant. According to Pallant (2007) this is an indication of normality.

Table 14: Tests of Normality, ORGANIZATIONAL

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	,039	100	,200*	,990	100	,691

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Despite the vague Stem & Leaf overview where a relatively flat bell-shape is visible, the Normal Q-Q Plot of Unstandardized Residuals shows records rather close to the straight diagonal line; the Detrended Normal Q-Q Plot of Unstandardized Residuals shows records scattered on both sides of the Zero-line, and the Box plot show no outliers (Appendix 7a – 7c).

The tendencies were the same in regards of the Individual variable. Table 15, Correlations Individual, shows all correlations above 0.3, where Cultural Familiarity correlate the most with the dependent variable, while Atmosphere correlate the least.

¹¹ A regression analysis was performed without the least significant contributor (Cultural Familiarity), to reveal if this would make the contribution of the Transparency variable significant. The results showed that even without the Cultural Familiarity variable, the Transparency variable remained insignificant.

Table 15: Correlations, INDIVIDUAL

	Individual	Cultural Familiarity	Channel Features	Collegial Interaction	Transparency	Atmosphere
Individual	1,000					
Cultural Familiarity	,682	1,000				
Channel Features	,482	,353	1,000			
Collegial Interaction	,509	,474	,470	1,000		
Transparency	,580	,480	,476	,455	1,000	
Atmosphere	,396	,347	,581	,518	,513	1,000

The R Square and Adjusted R Square values were the only values to “suffer” from the removal of the Presentation variable, as shown in Model Summary, Table 16.

Table 16: Model Summary^b INDIVIDUAL

R	R Square	Adjusted R Square	Std. Error of the Estimate
,759 ^a	,576	,553	,58537

a. Predictors: (Constant), Atmosphere, Cultural Familiarity, Channel Features, Collegial Interaction, Transparency

b. Dependent Variable: Individual

Despite the respectively 0.012 and 0.009 drops, removing the Presentation variable resulted in a more consistent model. The significance of the model results were also unharmed, as displayed in Table 17, ANOVA.

Table 17: ANOVA^a INDIVIDUAL

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	43,728	5	8,746	25,522	,000 ^b
Residual	32,210	94	,343		
Total	75,938	99			

a. Dependent Variable: Individual

b. Predictors: (Constant), Atmosphere, Cultural Familiarity, Channel Features, Collegial Interaction, Transparency

Other advantages of removing the Presentation variable appeared in the Coefficients table (Appendix 6b). One additional variable enrolled on the significant contribution list: Channel Features. This leads up to Cultural Familiarity contributing 14.9% to the total R Square value, Transparency 2.8% and Channel Features 1.8%. Despite the weaker Adjusted R Square value, the unique contribution the strongest independent variable made explaining the Individual variable was 4.4% points stronger than the strongest contributor for the Organizational variable¹².

¹² A regression analysis without the least significant variable of this model (Atmosphere) was also conducted, to check if the other variables' contributions would improve. The analysis did not show any improvements.

Table 18: Tests of Normality, INDIVIDUAL

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	,078	100	,134*	,963	100	,007

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality of this model was also checked. Table 18, Test of Normality, also have a Kolmogorov-Smirnov with a non-significant Sig. value. Distinct from the Organizational variable's normality charts, the Individual variable shows more deviations from the linear line in the Normal Q-Q Plot, but still show good spread in the Detrended Plot (both in Appendix 8c) on both sides of the zero line.

The Box plot (Appendix 8c) exposes 5 outlying cases, but because of the consistency of the rest of the model no actions were performed to keep the violating cases out of the set. The Stem-and-Leaf Plot (Appendix 8a) did show a more 'peaky' bell shape than the Organizational model, and it can be interpreted as normality.

4.5 Summary of Analyses

The original research model would not load as expected, despite the good results of the reliability test performed introductory wise. This was revealed by a factor analysis including all items from the questionnaire representing the independent values, where a total of 11 components loaded, where one component alone explained more than 33% of the variance. A factor analysis also revealed a divided dependent variable, instead of one that was expected. This led to the creation of two, new dependent variables: Organizational and Individual. These will be discussed in the next chapter.

Also the independent variables needed some reconfiguration, as they showed some other connections and underlying tendencies than predicted, when forced down to 6 components. The creation of Channel Features, Collegial Interaction, Cultural Familiarity, Transparency, Atmosphere and Presentation was the result after removing 16 items that would not load in connected components. But as the results from the regression analyses came, the Presentation variable was removed due to its unwillingness to contribute significantly in any of the two dependent variables.

Although the candidate was pleased with the results of the factor analysis, to ascertain the choice of abandoning the original variables, summated scales were created out of the items that were intended to make up the suggested variables. Regression analyses were performed on these “forced” variables, together with the new dependent variables. As it turned out, the regression analyses of the original variables showed less explanatory power by 1.2% (Individual) and 1.8% (Organizational), than the new. Even though it might not seem like a major difference, the standardized coefficients with the original variables were fewer and less significant than those of the new model. The decision of continuing with the new variables was therefore maintained.

When the regression analyses finally gave satisfying results, where all independent variables showed contribution and relationships with either one or both of the dependent variables, the normality of the dependent variables were tested. The normality tests gave satisfying results, ruling both dependent variables as normally distributed. A consistent model with sensible relationships was created.

5 Discussion

According to Hair et al. (2014) the observations to independent variables ratio should be 5:1 at the minimum, while they state that the desired level is between 15:1 and 20:1. As this research had 100 observations and ended up with 5 independent variables, this ratio is 20:1, hence within the desired ratio of Hair et al. (2014), indicating that the results of the analyses obtained in the previous chapter are generalizable.

The following chapter will discuss, seek to justify and deliberate the choices made and the results attained from the Analyses chapter. By looking back at the theories and foundation of the different variables, this chapter will discuss what went as expected, why some expectations were met and why some were not.

5.1 The New Dependent Variables

The first sign that the original independent variable, “Good Intercultural-Internal Communication”, would not turn out as anticipated was the assessment of its normality, which indicated that the normality assumption was violated. According to Pallant (2007) however, this is not uncommon in social sciences. Despite the fact that the scales showed good reliability results, the factor analysis split the variable in two clearly defined new variables.

One component included the items “Professional work environment”, “Good work climate” and “Clear where responsibility lies”, while the other included “Awareness and knowledge of cultural differences”, “Consideration of channel” and “Right set of skills”. The candidate considered the separation of the two variables as clear, where the first variable showed an underlying tendency concerning what goes on within the company and its environment. This variable seemed to dwell around the circumstances where the communication between culturally different colleagues happens – the facilitation and the setting of this kind of communication. As a result of the evaluation of these underlying tendencies the first new variable was named “Organizational”, to represent the organizational conditions important to the employees when dealing with intercultural-internal communication.

The second variable uncovered a different set of tendencies. It seemed clear that these items concerned personal qualities, experiences and choices. This component can be seen as a reflection of the impact the employees themselves have on what they find important for the communication with colleagues from other cultures/nationalities. With basis in the arguments

above, meant to embody what the individual predispositions the employees find important to communicate well with their culturally different colleagues, the second variable was titled “Individual”.

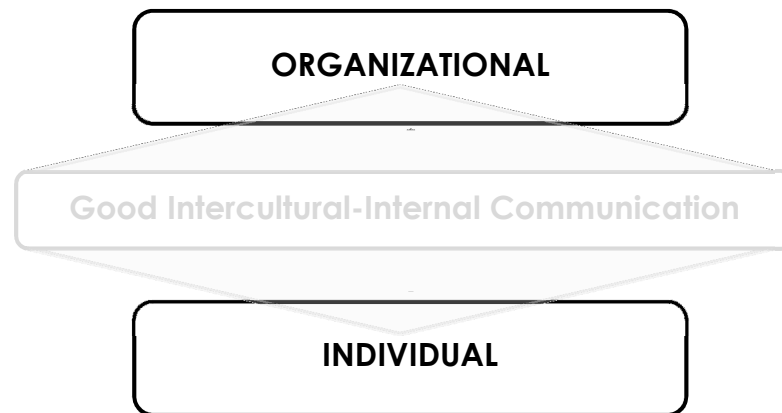


Figure 8: Separation of Dependent Variable

Looking back at the theory chapter, this should not really come as a surprise. If the opportunity of second-guessing had presented itself, the candidate would probably anticipated one of these outcomes: Either the already divided (intercultural-internal) dependent variable would separate in one intercultural and in one internal variable, *or*, as it did, like one organizational and one individual. The immediate thought goes to Lesikar’s et al. (2008) and their trisection of business communication. Two of the communication types they mentioned were personal and internal-operational communication. One of them deals with communication necessary for the business to run properly, while the other deals with communication done between the employees not necessarily business relevant. Lesikar et al. (2008) also mention that communication happens within an established relationship, or within a specific context, which could indicate why the employees find a professional and good work environment important.

The respondents seem to find the individual aspects of communication equally important. This can be seen in connection with Erlien’s (2003) take on the importance of the recipient being able to receive what is sought communicated, which in her view separate mere information from communication. Likewise, the sender is also responsible. The ability to do this is in the hands of each person attempting to communicate, which indicate that the success of this task is up to each individual. Amongst others, Clampitt et al. (1994) and Hofstede et al. (2010) specifically mentioned skills as important to communication, and if essential for good communication it can only be conveyed by individuals.

Seeing these results together with Trompenaars & Hampden-Turner's (2012) model, Figure 3, cast another light on the situation. Could the Organizational variable be seen in connection with the explicit layer of culture, while the implicit layer applies to the Individual variable? Hold on to that thought.

5.2 Explaining the Summated Scales

The fact that the first factor analysis presented 11 components came as a slight surprise, because of the good results the original and suggested variables gave in the reliability analyses at the outset of all analyses. But the results of the factor analysis were clear – changes were in place. After the removal of items (further outlined in 5.2.6 Removal of Items) and when extractions were set to 6, new factors finally presented themselves. How the candidate sees the items of these new variables get brought together will follow below.

5.2.1 Cultural Familiarity

All the items from the previous “Awareness and Knowledge” (A&K) variable were included in the first and biggest component in the factor analysis. In addition, the item stating it is important with intercultural skills to communicate with colleagues from other cultures/nationalities also loaded in this component. This particular item became the decision maker when it came to either keeping the original variable name or change it. Changing the name of the variable can be seen as aligned with Hofstede et al. (2010) as they underline skills based on awareness and knowledge of cultural differences as important in the process of learning intercultural communication. “Familiarity” was chosen instead of “Skills” based on the candidate's view of skills being an ability mostly *accomplished*. In comparison, “Familiarity” has a softer touch to it, grasping the essence of what this variable represent and express.

5.2.2 Atmosphere

This variable consists of a mix of items from both the original “Professional Work Environment” and “Good Work Climate” variables. Even though one could discuss whether the two original variables should have been treated as separate variables in the first place, the responses of the employees nonetheless seem to have captured it. This component has captured the vibes and moods that circulate the work environment, hence its title “Atmosphere”. Support for this is found all the way back to Downs & Hazen (1977) who found that the communicative climate was most important to the employees, in terms of

communication and job satisfaction. The imperative of having a communicative climate where feedback, dialogue and having a voice are present is also supported by Erlien (2003).

5.2.3 Channel Features

Every item in this component was intended to be just a part of the original “Channel” variable, but only the items that dealt with the features of the channels, and not the channel per se, loaded. Welch (2012) saw this in connection with employees wanting to have a degree of control over what was communicated, which showed not to necessarily be related to the actual channel but more of the opportunities the channel provided. Early on in the development of the questionnaire, Company X also suggested one of the features (restate for confirmation) as important for them, and according to the factor analysis this does not seem to have been a bad suggestion. Clampitt et al. (1994), with their portrayal of a “world class communication system”, can also be seen in support of this variable. Though not dealing with the opportunities of the channel, they emphasized the *qualities* of the channel as important, in terms of the channel’s efficiency and its accessibility. The items representing these qualities are also part of this variable, though not as strong as the opportunity items¹³.

5.2.4 Collegial Interactions

Though it might seem as closely related to the “Atmosphere” variable, this component loaded with central differences. It also entails two items meant to represent another of the original variables: “Responsibility”. In comparison to the “Atmosphere” variable that connected the moods and vibes of the communicative environment, this component has found a connection between the interpersonal activities either when it comes to how the communication is happening or how it is enabled. The employees are part-taking in the activities or actions the items of this variable represent. This seems linked to Lesikar’s et al. (2008) mentions of the communication done in the running of a business, such as creating, implementing and keeping track of its operations. Holden (2002) raises several questions regarding who should be held responsible for the quality of the intercultural communication. His answer is drawn towards management, both in terms of facilitating the communication and encouraging employees to part-take, just as it appears the employees of Company X feels.

¹³ . The reasoning behind the removal of the last item loading in this component will be discussed in 5.2.6 Removal of Items.

5.2.5 Transparency

Deciding on an appropriate name for this component was challenging and might not meet the expectations the title represents up front. Looking back at the original variables, this component contains items from three of these: “Skills”, “Work Climate” and “Channel”. After evaluating the items of this component a certain “feel” of what the component is trying to express comes forward. From these items the thoughts coming to mind regard openness, approval, clarity, flexibility and contentment. Although the channel item of this variable was removed, due to violating values in the reliability assessment, this variable sets out a path towards code of conduct and ethics, hence transparency, which goes without support from the research assessed in this thesis, but still holds ground in its results. What also might be considered as speaking in favor of keeping the “Transparency” variable is the one-word comment the respondents could leave when it came to what is important for them for the intercultural-internal communication to be good (Appendix 9). There are especially three words that stand out as one of the most frequently stated, that also are coherent with the code of conduct topic, hence transparency. These were respect, honesty and clarity.

The variables explained above determine the new independent variables for the research model, and as can be seen from the Analyses chapter and Appendices the last component of the factor analysis is not elaborated. The rationale behind this decision will follow (5.3 Removal of Presentation Component)

5.2.6 Removal of Items

The 15 items that were removed in the process of the factor analysis were removed either because they loaded in two or more components with too similar values, or because they were inconsistent with the underlying tendencies of the component they loaded in. The first 3 components loaded very clearly both in terms of values and fit. Item No. 9 (See Table 3) which loaded in component 4 was found inappropriate in the context of the other items loading in the same component. Other than that specific item, all the 14 other items were removed automatically (0.4 inclusion limit) or, as already mentioned, because they loaded across several components without one loading being particularly stronger than the others.

Item No. 51 was also removed, but for other reasons than the other items. Exclusion of this item was decided when it was revealed that it spoiled the reliability of the factor it loaded in.

5.3 Removal of Presentation Component

Despite relatively good values of internal consistency, the items the “Presentation” component consisted of were failing to express face validity. A compromise to keep the component due to the strong loadings of the strongest loading items would still not benefit the overall consistency of the model. This was revealed by regression analyses that showed that not only did it fail to contribute to explaining any of the two dependent variables, and the petite contribution it did make was far from significant.

With the Presentation component out of the picture, the remaining variables all showed significant contribution to either one or both of the new dependent variables. Even though the contribution each of the variables made dropped marginally as a result of this, this solution was considered as more consistent.

5.4 The Final Results

When turning towards the research question of this thesis, what employees perceive as important for intercultural-internal communication, what are the answers the results have provided?

All statements in the questionnaire dealt with the level of agreement to given aspects that was suggested as important, by previous research and literature, for the respondents when communicating with their culturally different colleagues. What the original research question did not take into account was the division of the dependent variable. Clear results were provided by the factor analysis (also supported by normality and reliability analysis) and regression analyses with all independent variables on both dependent variables. The results from these two regression analyses predict a model described as follows:

The 55.3% of the variance in the individual features perceived as important for the employees are explained by “Cultural Familiarity”, “Transparency” and “Channel Features”. While 67.8% of the variance in the organizational condition perceived as important for the employees are explained by “Channel Features”, “Atmosphere” and “Collegial Interaction”. Of all the independent variables “Cultural Familiarity” was the one that uniquely contributed the most. When the contributions of all the other variables, and the shared, are left out, “Cultural Familiarity” accounts for 14.9% of variance in the individual features that the employees perceive as important. The second largest of the uniquely contributing variables is

“Channel Feature”, which is accountable for 10.5% of the variance in the organizational conditions that the employees perceive as important.

Back to the thoughts of a possible connection to the cultural layers model of Trompenaars & Hampden-Turner (2012), in the assessment of the new dependent variables. The variable having the strongest connection to one of the dependent variables was Cultural Familiarity. This variable is the only variable that handles solely intercultural issues, concerning the importance of awareness, knowledge and skills. With the ability to reach the inner layer of cultures by knowledge and awareness one can imagine achieving a greater level of understanding regarding the standards or norms for the culture in question, regardless of whether one agree with it or not. This view might contribute to explaining the strong agreement among the employees that being familiar with cultural enquiries is important for the individual competencies that needs to be good for colleagues with different cultural backgrounds to communicate successfully. This seems to be supported by Samovar & Porter (1997), as well, with their claim that studying and understanding intercultural communication will lessen the difficulties it might bring about. The need of a reference framework mentioned by Hall (1960) can also be seen in connection with these tendencies.

Grounded in the explanations above the candidate presents a new model in Figure 9, meant to illustrate what has happened in the course of this research.

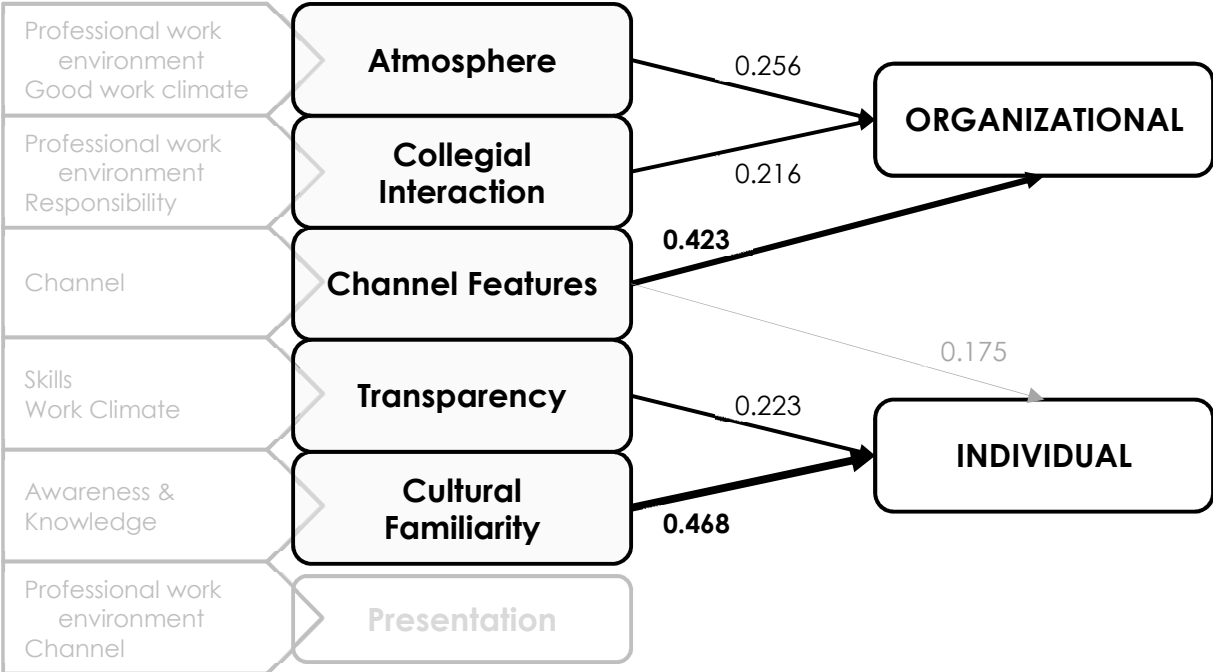


Figure 9: Process of Research Model (Beta-values at Sig. value < 0.05)

For curiosity's sake let the hypotheses in 2.3.4. Hypotheses have some attention. Obviously, as the dependent variable split and the independent variables were composed differently than expected, they do not hold ground. But still, as especially H₃ concerned choice of channel and H₆ dealt with awareness and knowledge, do these hypotheses have to be fully rejected?

In the opinion of the candidate some of the hypotheses, or at least parts of them, can actually be accepted. The results, presented by the model in Figure 9, shows clear indications that the features of the channel is perceived as important to the organizational circumstances of communications crossing cultural borders, by the employees. At the same time, how familiar one is with cultural differences is perceived as important for the individual features when communicating with culturally different colleagues. This is what the hypotheses suggested, but where the previous dependent variable was replaced with two. Table 19 gives an overview of how the candidate would suggest the hypotheses could be treated.

Table 19: Suggested status of hypotheses

Hypotheses	Status	Reasoning
H ₁ :	Rejected	Not the professionalism of the environment that came through as important
H ₂ :	Accepted	Interpersonal relationships and the atmosphere of the work place was important
H ₃ :	Accepted	The opportunities provided by the channel chosen was deemed as important
H ₄ :	Rejected	Came out as having low priority compared to results of H ₆
H ₅ :	Rejected	Responsibility can be ruled as part of the work environment
H ₆ :	Accepted	Clearest and strongest ties to the Individual dependent variable

6 Conclusion

The expectations that “Channel” would be important to the employees were related to the channel’s role in the original communication model (Figure 1) where it has a central role. That model portrayed the role of the channel as important in regards of it being the right means of communication to properly reach the receiver with an intact message. The results of this research, however, do not emphasize on the importance of the *means* of communication per se, but rather *how* what is communicated can be treated or handled once received.

Finding such a clear relationship with what might be considered as one of the “oldest” contributors to good communication, based on Downs & Hazen’s work from 1977, was comforting and reassuring. Having two variables representing this contributor also helped, but also shows the large specter the topic concerns. “Atmosphere” and “Collegial Interaction” represent these two “sides” and give an indication that facilitation of the communicative environment, the moods of the work environment and the relationships which the company consist of, need a degree of grooming and nurturing, by both employees and management.

Exploring what employees of a *multinational company* perceived as important was the purpose of this thesis. With “multinational” in mind, a feeling of relief occurred when “Cultural Familiarity” actually was what the employees agreed the most upon as important for the communication between culturally different colleagues to be successful. Should such a finding, of rather concrete character, be devoted any attention? Having an informed or aware workforce, made familiar with the differences *and* similarities they possibly will encounter while crossing the cultural borders, is still regarded as important for the employees, to achieve communicative success.

Both the realization and the decision of keeping the “Transparency” variable might be considered as odd. This topic was not included in the literature assessment and the candidate did not come across it in the search of important preconditions for neither intercultural nor internal communication. Nevertheless, the items included in this variable did not show any immediate signs of a linkage, but revealed itself at a second glance. In the opinion of the candidate they reflect a current topic, quite new compared to the other topics of this thesis, which is code of conduct. “Transparency” represents only a fraction of this topic, but if it should have been included in the assessment of literature and research promoting the importance of either intercultural or internal communication, is up for debate.

The results of this research have been exciting to see fall in to (and out of) place. If anything, the quote of Welch & Jackson (2007) seems fitting as a finishing note:

*“(...) Managers need empirical work to help inform internal corporate communication strategy with insights about internal stakeholders’ **needs and preferences** for communication content and media” (p. 194).*

7 Implications

When presented with the main findings of this research, the reaction of the candidate's contact person was two-folded. Firstly, it came as no surprise that the employees seemed to agree on the importance of being familiar with the differences and similarities one might encounter when communicating across cultures. The contact person was more surprised with the importance put on the features or opportunities provided by the chosen communicative channel.

Based on the results one might suggest that intercultural-internal communication could be approached from both an organizational *and* an individual angle, and might indicate that these two levels need to interact. Suggesting organizational initiatives to facilitate the blooming of individual attentiveness in cultural communication is not misguided as many employees are regularly attending cultural competence seminars, both on country-specific topics and in general.

In regards of the features of the communication channel, the contact person mentioned that through logic reasoning one could imagine what kind of channels provided the employees with the opportunities or features they found important. With that in mind, including to the importance put on cultural familiarity and the responsibility of the organizational facilitation, the contact person meant that there is one concrete action that could attend to all these topics. The company has a learning platform, where employees can access and register both mandatory and volunteer online courses dealing with cultural competence (amongst other themes). To this date, this platform is considered disorganized by the contact person. A modification of this platform, making it more accessible and making the employees aware of the opportunities the platform provides, will be in line with the directions which can be interpreted from this research.

If done correctly it could possibly make the employees want to visit the platform more frequently, hence maybe attending more of the online courses offered. Should this lead to more employees attending the cultural competence courses, the company could possibly look at a more informed and alert workforce, ready to encounter the challenges that communicating with culturally different colleagues might offer.

8 Limitations

The small number of respondents made it challenging to perform analyses across different groups, which obstructed the chances of more in-depth analyses. Within the approximate time frame of the data collection, two other employee surveys were conducted at Company X. This was unknown to the candidate prior to the initiation of the data collection. If the two other surveys had the same sample target, and potential respondents got multiple survey invitations, this might have hurt the employees' motivation to complete the survey. Because of the small sample size, the relationship between the two dependent variables was challenging to examine. The relationship between the two is only apparent due to the contribution one independent variable had on both dependent variables.

In the initiating phases of the research period the candidate was unfamiliar with the topic of intercultural and internal communication combined having such elusive research coverage. Prior to the development of the questionnaire the candidate believed scales for such a purpose existed, but was unable to detect established measurements and scales. The choice of an exploratory research design saved the progress of the research, even though it might have compromised its reliability. A comment from one respondent suggested a "less important-important" scale instead of the agreement scale, as the respondent meant that it was hard to disagree with any of the statements (Appendix 10, ID 26). The candidate can see how such a scale probably could catch other attitudinal nuances in the work force.

It is also important to remember that the results of this study is based on a cross-sectional survey, which illustrates how things were at the exact time the survey was conducted and based on the attitudes of the 100 respondents in *one company*. If, however, an identical survey gave identical results, with another group of employees at a later point in time, this could have been a good indication of reliable results and a reliable survey.

Another possible limitation might be the choice of writing this thesis alone. Reflections and thoughts of a second person could have been valuable in the process of interpretation and discussion of the results, regardless of the excellent guidance the candidate received from the thesis supervisor.

9 Further Research

The area of internal and intercultural communication, as one topic, is full of opportunities for more research. Whether the approach chosen for this thesis was the right one is arguable, but if one thing it gave insight to what could have been done differently.

As the candidate was unable to find any former questionnaire layouts for the exact purpose of this thesis the right way to go would probably have been via a qualitative design. Especially if only the attitude of just one company was under investigation. Interviews to catch the essence of employee attitudes could have been the groundwork for a better customized questionnaire.

In addition one could left the sphere of only one company, and conducted the research on a general basis. This would perhaps generate greater numbers of respondents. With more respondents the opportunities for deeper analyses opens up, especially in terms of looking for differences between nationalities, age groups or fields of expertise. This could possibly have given very interesting results.

As this research turned out, the size of the scope could have been reduced. For instance, an approach where only individual features or skills were assessed would limit the scope, as would an approach where the lens aimed exclusively towards the work environment. For future investigations, the contact person saw such possibilities, where an assessment of individual and organizational topics of intercultural-internal communication were treated and approached through separate surveys.

The surprise variable “Transparency” might also be a suggestion that this topic requires more attention in academic work yet to come, in connection with corporate multicultural communication. In dispute of the argument that the scope of the research was too big, quite a few respondents claimed that the questionnaire lacked several topics e.g. lingual challenges, importance of training and time zone implications on scheduling and planning (Appendix 10). If these topics were included as well, not only would the scope of the research been bigger, but the length of the questionnaire would have increased (which was already fairly long) as well.

As a final suggestion, the candidate is rather certain that there are great opportunities for further investigation of what goes on further right of the final research model. Should companies establish separate communication systems for domestic businesses and businesses abroad? Will multinational companies gain the same success as domestic companies harvest

with good internal communication? Will a multinational company with good internal communication have more satisfied and loyal employees? The last words have not been written on employee opinions on what is important when it comes to this kind of communication, or just *why* it is important to them. In fact I believe that the tip of the iceberg has yet to fully reveal itself.

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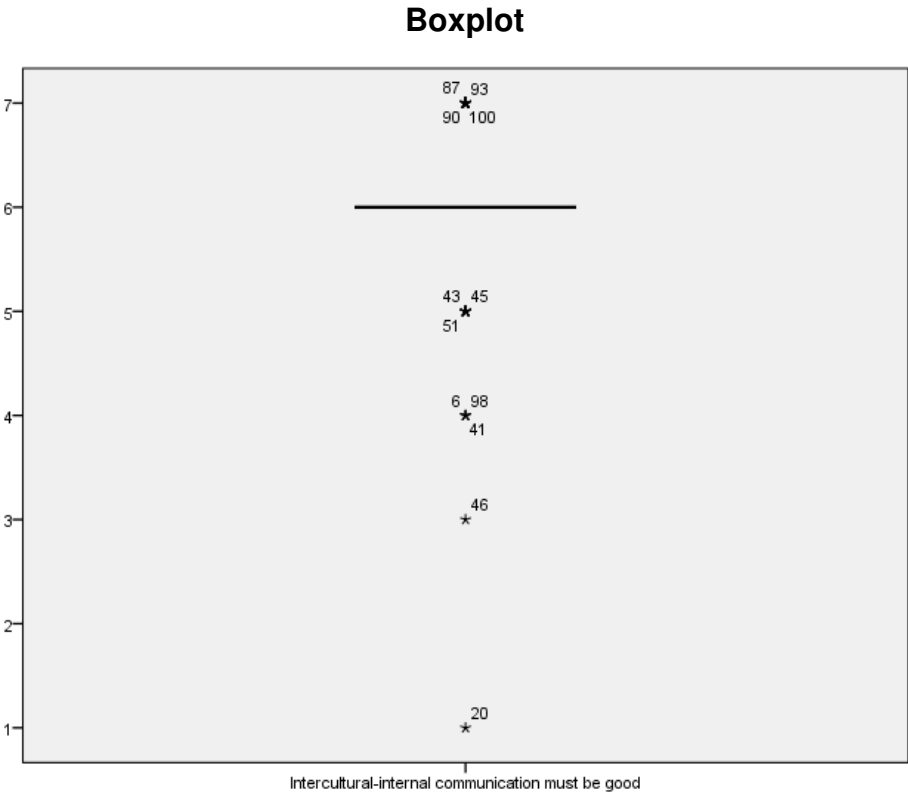
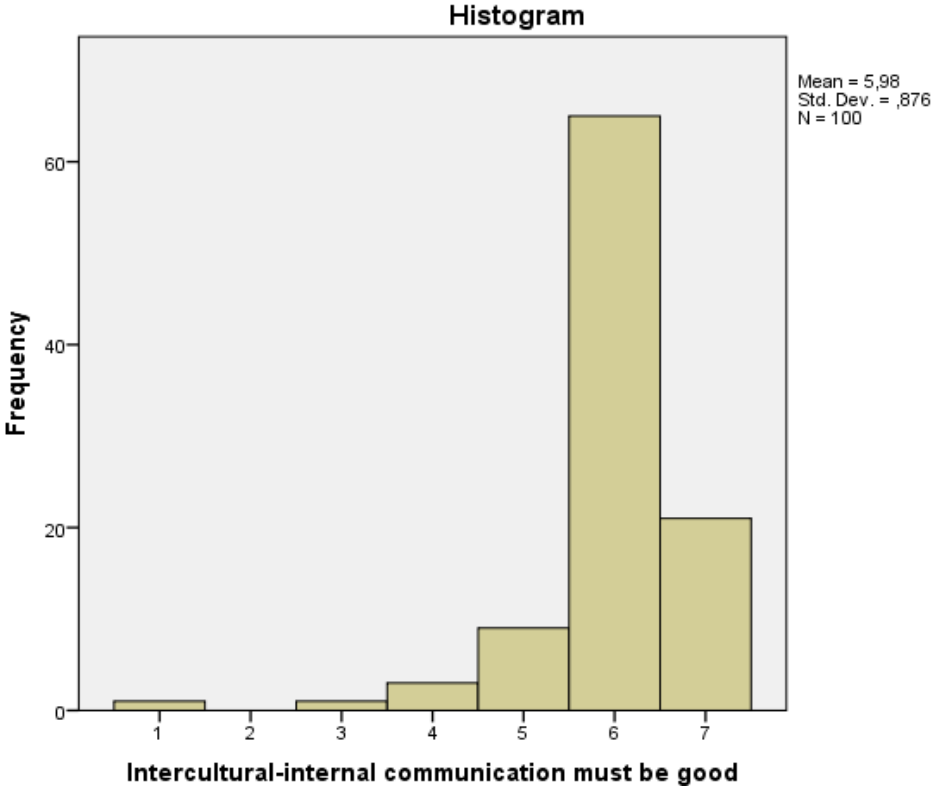
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11 Appendices

Appendix 1: Normality, Original Dependent Variable

1a: Histogram and Boxplot of Original Dependent Variables



Appendix 2: Reliability of New Dependent Variables

2a: Reliability Statistics - ORGANIZATIONAL

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,829	,834	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Clear where responsibility lies	11,98	2,626	,663	,443	,788
Professional work environment	12,05	2,169	,700	,498	,763
Good work climate	11,95	2,674	,721	,520	,741

2b: Reliability Statistics - INDIVIDUAL

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,787	,792	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Consideration of channel	11,34	3,520	,637	,409	,703
Right set of skills	11,46	3,645	,639	,411	,704
Awareness and knowledge of cultural differences	11,52	3,020	,621	,385	,731

Appendix 3: Factor Analysis

3a: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,834
Bartlett's Test of Sphericity	Approx. Chi-Square	3699,571
	df	903
	Sig.	,000

3b: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14,326	33,316	33,316	14,326	33,316	33,316	8,606	20,013	20,013
2	4,790	11,140	44,455	4,790	11,140	44,455	4,788	11,136	31,149
3	3,191	7,422	51,877	3,191	7,422	51,877	4,554	10,592	41,741
4	2,234	5,195	57,072	2,234	5,195	57,072	3,499	8,138	49,878
5	1,841	4,282	61,354	1,841	4,282	61,354	3,436	7,990	57,868
6	1,670	3,884	65,239	1,670	3,884	65,239	3,169	7,371	65,239
7	1,524	3,544	68,783						
8	1,369	3,184	71,967						
9	1,215	2,825	74,792						
10	1,020	2,373	77,165						
:	:	:	:						
:	:	:	:						
43	,031	,072	100,000						

3c: Rotated Component Matrix^a and Communalities

	Component						Communalities
	1	2	3	4	5	6	
Knowledge of differences between involved	,875						0.832
Awareness difference between involved	,832						0.783
Knowledge of similarities of involved	,832						0.814
Awareness similarities of involved	,828						0.739
Awareness group dynamics	,797						0.776
Knowledge about area of involved	,791						0.700
Knowledge of group dynamics	,789						0.722
Knowledge culture of people involved	,766						0.717
Knowledge cultural differences	,764				,403		0.756
Awareness cultural differences	,738				,434		0.751
Intercultural skills	,664						0.657
Awareness of you different	,605						0.400
Apparent enthusiasm		,843					0.811
Apparent motivation		,813					0.789
Management is inspiring		,688					0.597
Employees are dressed appropriately		,630					0.577
Being heard		,606					0.659
Established network to communicate with		,605					0.540
Getting feedback		,533					0.339
Employees taking responsibility							0.547
Opportunity to search for information			,860				0.829
Communication can be retrieved			,829				0.829
Communication can be restated/repeated for confirmation			,818				0.775
Communication can be saved			,805				0.761
Channel used is efficient			,575		,459		0.702
Platform/channel easy to access			,574				0.649
Skills from practice/real life			,408				0.417
Employees sharing knowledge				,867			0.828
Employees share experience				,852			0.790
Employees can have professional discussion				,718			0.710
Management facilitate employees taking responsibility	,441			,523			0.598
Taking responsibility is encouraged by management				,473			0.547
Adjusting to the situation	,424				,677		0.726
Satisfactory work climate in general					,618		0.660
Non-judgmental work climate					,607		0.614
Instant messages, chat					,517		0.401
Prejudice/stereotype free work climate					,474		0.531
Printed format						,839	0.744
Company intranet						,802	0.682
Electronic format						,711	0.559
Employees are addressed appropriately						,512	0.508
Telephone text message						,459	0.368
Channel free of disruptions, disturbance, noise						,454	0.320

Rotation Method: Varimax with Kaiser Normalization.^a
a. Rotation converged in 7 iterations.

Appendix 4: Reliability of New Scales

4a: Item-Total Statistics, CULTURAL FAMILIARITY (Original Cronbach: 0.950)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Knowledge of differences between involved	59,71	113,198	,850	,872	,943
Awareness difference between involved	59,41	113,598	,810	,801	,944
Awareness similarities of involved	59,75	113,442	,803	,784	,945
Knowledge of similarities of involved	59,81	114,418	,817	,863	,944
Intercultural skills	59,24	118,891	,668	,546	,949
Awareness cultural differences	59,18	115,220	,767	,764	,946
Awareness group dynamics	59,53	114,696	,828	,812	,944
Awareness of you different	60,09	119,982	,485	,273	,956
Knowledge cultural differences	59,16	115,206	,796	,802	,945
Knowledge culture of people involved	59,34	117,580	,800	,741	,945
Knowledge about area of involved	59,80	113,455	,805	,706	,945
Knowledge of group dynamics	59,65	115,301	,791	,798	,945

4b: Item-Total Statistics, ATMOSPHERE (Original Cronbach: 0.858)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Established network to communicate with	34,26	22,295	,586	,371	,844
Employees are dressed appropriately	35,08	21,105	,506	,309	,868
Getting feedback	34,25	24,492	,462	,296	,858
Being heard	33,99	23,242	,698	,541	,831
Apparent motivation	34,18	22,008	,781	,731	,818
Apparent enthusiasm	34,23	21,694	,805	,752	,814
Management is inspiring	34,07	22,631	,675	,519	,831

4c: Item-Total Statistics, CHANNEL FEATURES (Original Cronbach: 0.905)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Skills from practice/real life	35,19	26,863	,470	,241	,916
Channel used is efficient	34,88	25,622	,674	,694	,895
Platform/channel easy to access	34,79	25,824	,670	,676	,896
Communication can be saved	35,34	22,671	,783	,750	,883
Communication can be retrieved	35,23	22,684	,816	,774	,879
Opportunity to search for information	35,23	22,947	,840	,753	,876
Communication can be restated/repeated for confirmation	35,28	23,476	,777	,662	,883

4d: Item-Total Statistics COLLEGIAL INTERACTIONS (Original Cronbach: 0.871)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Taking responsibility is encouraged by management	23,00	16,364	,632	,575	,859
Management facilitate employee taking responsibility	23,23	15,896	,635	,576	,859
Employees sharing knowledge	22,82	14,977	,773	,863	,824
Employees share experience	22,93	15,076	,762	,863	,827
Employees can have professional discussion	22,54	16,211	,684	,493	,847

4e: Item-Total Statistics, TRANSPARENCY (Original Cronbach: 0.854)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Adjusting to the situation	23,45	11,058	,632	,421	,846
Non-judgmental work climate	23,52	9,868	,692	,594	,782
Prejudice/stereotype free work climate	23,60	9,879	,604	,525	,817
Satisfactory work climate in general	23,49	10,858	,707	,546	,808

4f: Item-Total Statistics, PRESENTATION (Original Cronbach: 0.733)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Telephone text message	26,43	18,773	,379	,212	,729
Company intranet	26,10	17,525	,649	,477	,642
Printed format	26,49	16,899	,661	,520	,635
Electronic format	25,88	19,763	,556	,467	,678
Channel free of disruptions, disturbance, noise	25,58	22,711	,326	,310	,732
Employees are addressed appropriately	27,12	19,278	,334	,130	,744

Appendix 5: Original Regression Analyses

5a: Correlations, ORGANIZATIONAL

	Organizational	Cultural Familiarity	Atmosphere	Channel Features	Collegial Interaction	Transparency	Presentation
Organizational	1,000						
Cultural Familiarity	,392	1,000					
Atmosphere	,680	,347	1,000				
Channel Features	,738	,353	,581	1,000			
Collegial Interaction	,609	,474	,518	,470	1,000		
Transparency	,583	,499	,513	,499	,493	1,000	
Presentation	,234	,144	,224	,273	,102	,301	1,000
Organizational	.						
Cultural Familiarity	,000	.					
Atmosphere	,000	,000	.				
Channel Features	,000	,000	,000	.			
Collegial Interaction	,000	,000	,000	,000	.		
Transparency	,000	,000	,000	,000	,000	.	
Presentation	,010	,076	,013	,003	,156	,000	.

5b: Correlations, INDIVIDUAL

	Individual	Cultural Familiarity	Atmosphere	Channel Features	Collegial Interaction	Transparency	Presentation
Individual	1,000						
Cultural Familiarity	,682	1,000					
Atmosphere	,396	,347	1,000				
Channel Features	,482	,353	,581	1,000			
Collegial Interaction	,509	,474	,518	,470	1,000		
Transparency	,580	,499	,513	,499	,493	1,000	
Presentation	,290	,144	,224	,273	,102	,301	1,000
Individual	.						
Cultural Familiarity	,000	.					
Atmosphere	,000	,000	.				
Channel Features	,000	,000	,000	.			
Collegial Interaction	,000	,000	,000	,000	.		
Transparency	,000	,000	,000	,000	,000	.	
Presentation	,002	,076	,013	,003	,156	,000	.

5c: Coefficients^a, ORGANIZATIONAL

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	,722	,418		1,725	,088
Cultural Familiarity	-,016	,054	-,021	-,297	,767
Atmosphere	,248	,075	,256	3,324	,001
Channel Features	,371	,066	,423	5,603	,000
Collegial Interaction	,168	,058	,216	2,894	,005
Transparency	,134	,072	,144	1,862	,066
Presentation	-,001	,054	-,001	-,023	,982

5c continued: Coefficients^a, ORGANIZATIONAL

Model		95,0% Confidence Interval for B		Correlations		
		Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	-,109	1,552			
	Cultural Familiarity	-,123	,091	,392	-,031	-,017
	Atmosphere	,100	,397	,680	,326	,191
	Channel Features	,240	,503	,738	,502	,321
	Collegial Interaction	,053	,283	,609	,287	,166
	Transparency	,009	,277	,583	,207	,107
	Presentation	-,107	,107	,234	-,002	-,001

5c cont.: Coefficients^a, ORGANIZATIONAL

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Cultural Familiarity	,681	1,469
	Atmosphere	,554	1,805
	Channel Features	,577	1,733
	Collegial Interaction	,590	1,696
	Transparency	,550	1,819
	Presentation	,877	1,141

a. Dependent Variable: Organizational

5d: Coefficients^a, INDIVIDUAL

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,261	,561		,465	,643
	Cultural Familiarity	,421	,072	,468	5,804	,000
	Atmosphere	-,058	,100	-,051	-,574	,567
	Channel Features	,157	,089	,154	1,763	,081
	Collegial Interaction	,120	,078	,134	1,548	,125
	Transparency	,208	,096	,193	2,155	,034
	Presentation	,123	,073	,119	1,681	,096

5d continued: Coefficients^a, INDIVIDUAL

Model		95,0% Confidence Interval for B		Correlations		
		Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	-,853	1,375			
	Cultural Familiarity	,277	,565	,682	,516	,386
	Atmosphere	-,257	,141	,396	-,059	-,038
	Channel Features	-,020	,333	,482	,180	,117
	Collegial Interaction	-,034	,275	,509	,158	,103
	Transparency	,016	,399	,580	,218	,143
	Presentation	-,022	,268	,290	,172	,112

5d cont.: Coefficients^a, INDIVIDUAL

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Cultural Familiarity	,681	1,469
Atmosphere	,554	1,805
Channel Features	,577	1,733
Collegial Interaction	,590	1,696
Transparency	,550	1,819
Presentation	,877	1,141

Appendix 6: New Regression Analyses

6a: Coefficients^a, ORGANIZATIONAL

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	,718	,384		1,868	,065					
Cultural Familiarity	-,016	,054	-,021	-,299	,766	,392	-,031	-,017	,681	1.469
Channel Features	,371	,065	,423	5,689	,000	,738	,506	,325	,589	1.698
Collegial Interaction	,168	,057	,216	2,930	,004	,609	,289	,167	,597	1.675
Transparency	,134	,070	,144	1,904	,060	,583	,193	,109	,572	1.749
Atmosphere	,248	,074	,256	3,345	,001	,680	,326	,191	,555	1.801

a. Dependent Variable: Organizational

6b: Coefficients^a, INDIVIDUAL

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	,621	,523		1,187	,238					
Cultural Familiarity	,421	,073	,468	5,750	,000	,682	,510	,386	,681	1.469
Channel Features	,178	,089	,175	2,004	,048	,482	,202	,135	,589	1.698
Collegial Interaction	,105	,078	,118	1,355	,179	,509	,138	,091	,597	1.675
Transparency	,240	,096	,223	2,508	,014	,580	,250	,169	,572	1.749
Atmosphere	-,049	,101	-,044	-,484	,629	,396	-,050	-,033	,555	1.801

a. Dependent Variable: Individual

6c: Residuals Statistics^a, ORGANIZATIONAL

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1,7212	6,9831	5,99	,63082	100
Std. Predicted Value	-6,778	1,564	,00	1,000	100
Standard Error of Predicted Value	,046	,310	,09	,043	100
Adjusted Predicted Value	2,4982	6,9824	5,99	,58554	100
Residual	-,91171	,93793	,00	,41900	100
Std. Residual	-2,120	2,181	,00	,974	100
Stud. Residual	-2,417	2,271	,00	1,026	100
Deleted Residual	-1,49823	1,01681	-,001	,47089	100
Stud. Deleted Residual	-2,483	2,324	,001	1,036	100
Mahal. Distance	,166	50,355	4,95	6,622	100
Cook's Distance	,000	1,049	,023	,108	100
Centered Leverage Value	,002	,509	,050	,067	100

a. Dependent Variable: Organizational

6d: Residuals Statistics^a, INDIVIDUAL

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1,7060	6,9086	5,72	,66460	100
Std. Predicted Value	-6,040	1,788	,00	1,000	100
Standard Error of Predicted Value	,063	,422	,131	,058	100
Adjusted Predicted Value	2,4667	6,9043	5,7258	,61500	100
Residual	-1,66932	1,87511	,00	,57040	100
Std. Residual	-2,852	3,203	,00	,974	100
Stud. Residual	-2,876	3,368	-,004	1,016	100
Deleted Residual	-1,69806	2,07348	-,0058	,62594	100
Stud. Deleted Residual	-2,996	3,573	-,004	1,037	100
Mahal. Distance	,166	50.355	4,95	6,622	100
Cook's Distance	,000	,543	,016	,063	100
Centered Leverage Value	,002	,509	,050	,067	100

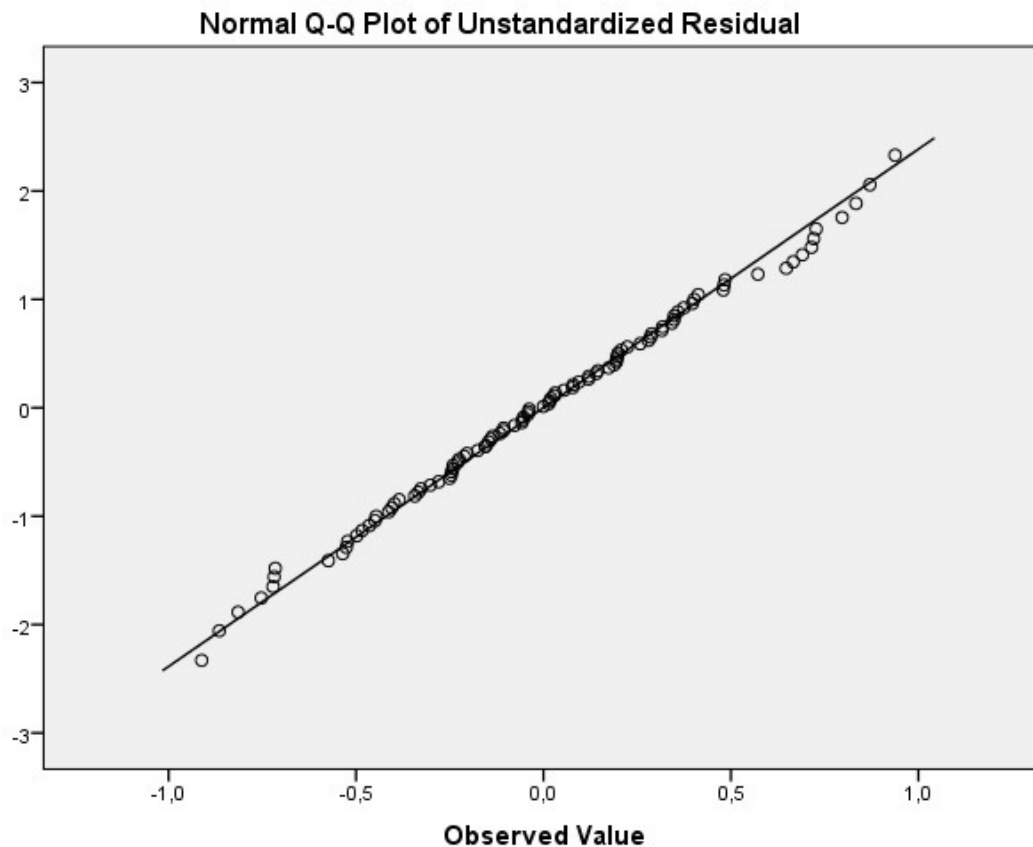
Appendix 7: Normality Charts, Organizational

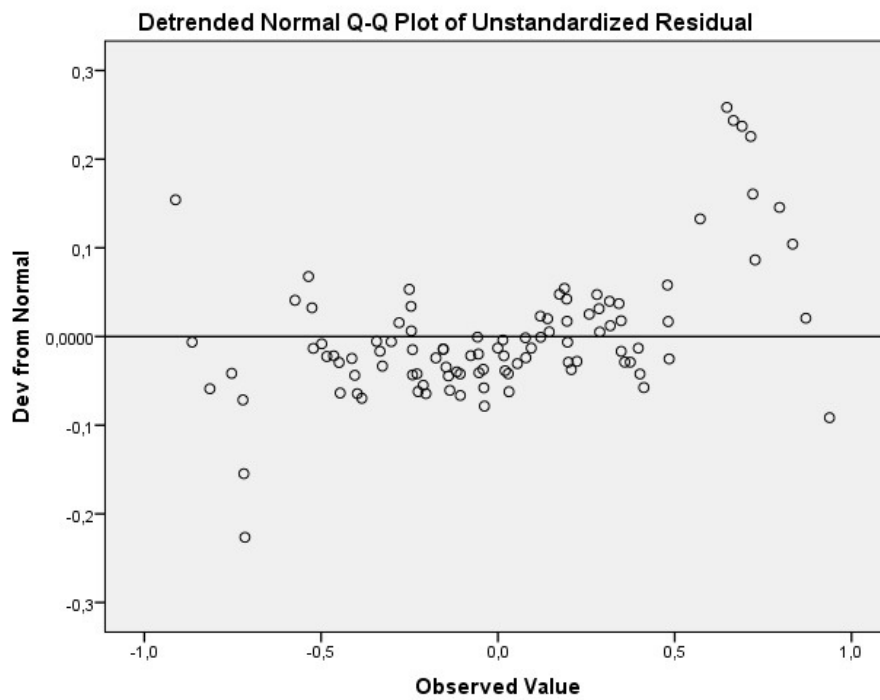
7a: Unstandardized Residual Stem-and-Leaf Plot

Frequency	Stem & Leaf
1,00	-9 . 1
2,00	-8 . 16
4,00	-7 . 1125
,00	-6 .
4,00	-5 . 2237
7,00	-4 . 0144689
6,00	-3 . 023489
10,00	-2 . 012244457
9,00	-1 . 001334557
8,00	-0 . 03345557
9,00	0 . 112235779
10,00	1 . 2244789999
6,00	2 . 025788
8,00	3 . 11444579
5,00	4 . 01788
1,00	5 . 7
3,00	6 . 469
4,00	7 . 1229
2,00	8 . 37
1,00	9 . 3

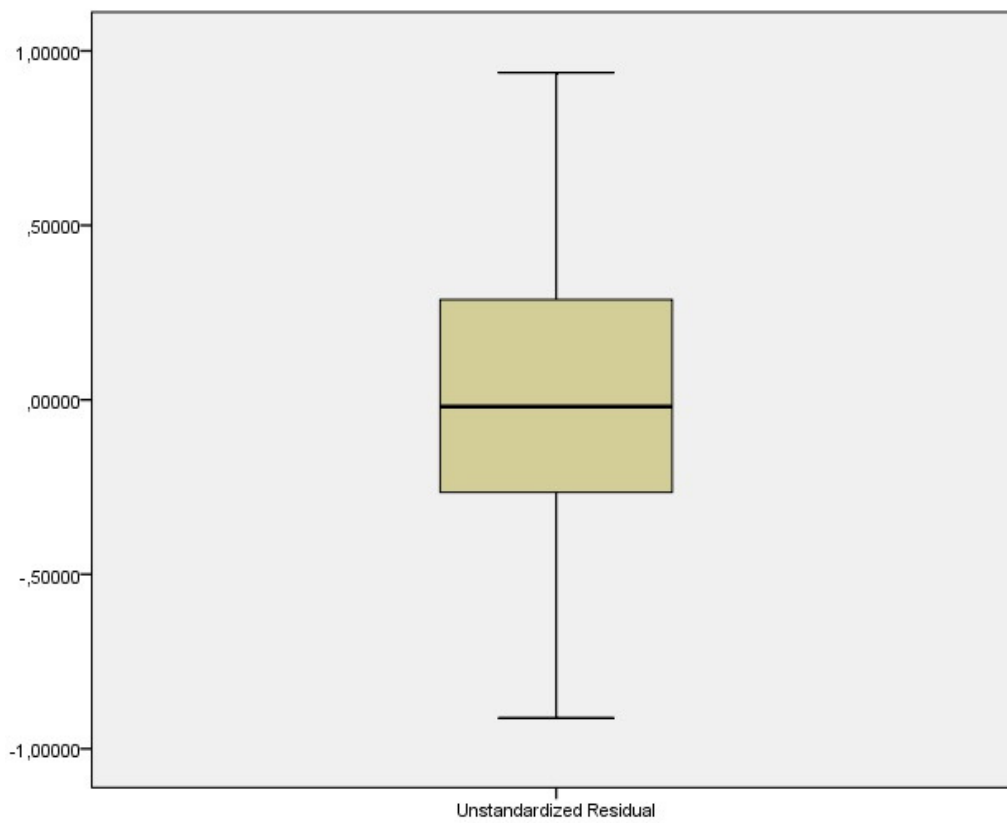
Stem width: 1,00000
Each leaf: 1 case(s)

7b: Unstandardized Residual Charts, ORGANIZATIONAL





7c: Unstandardized Residuals Boxplot ORGANIZATIONAL



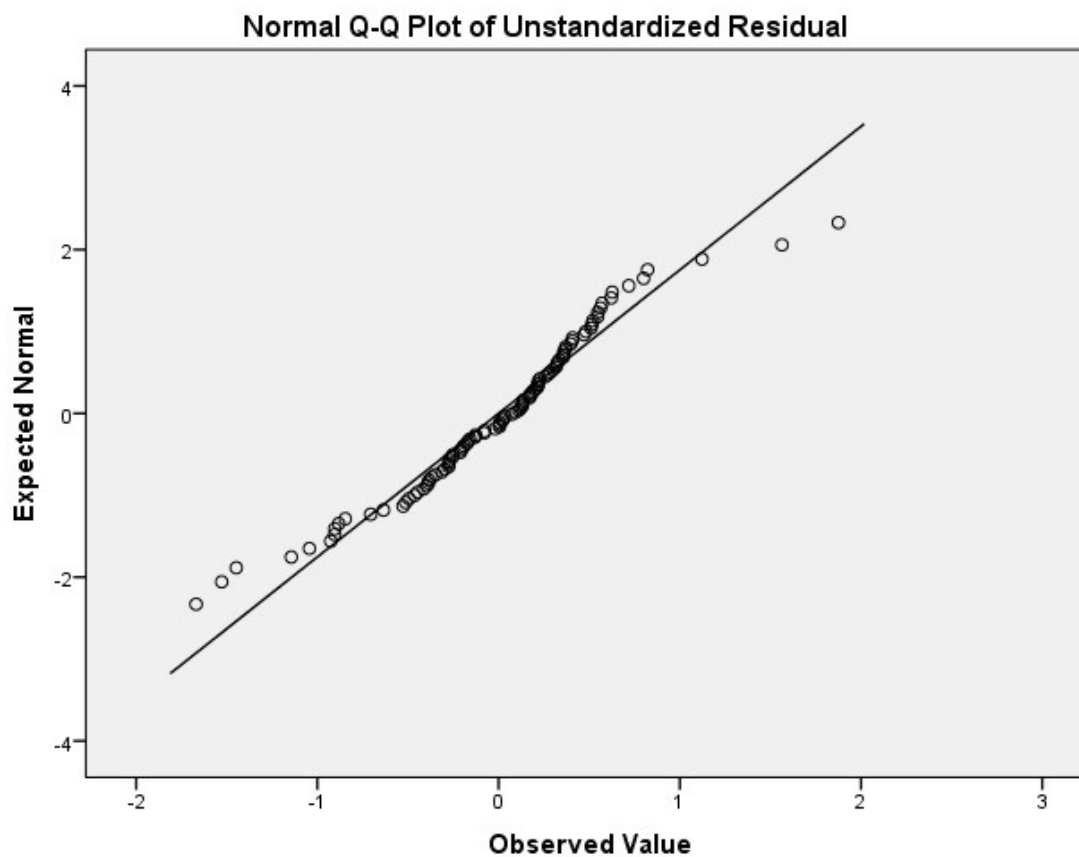
Appendix 8: Normality Charts, Individual

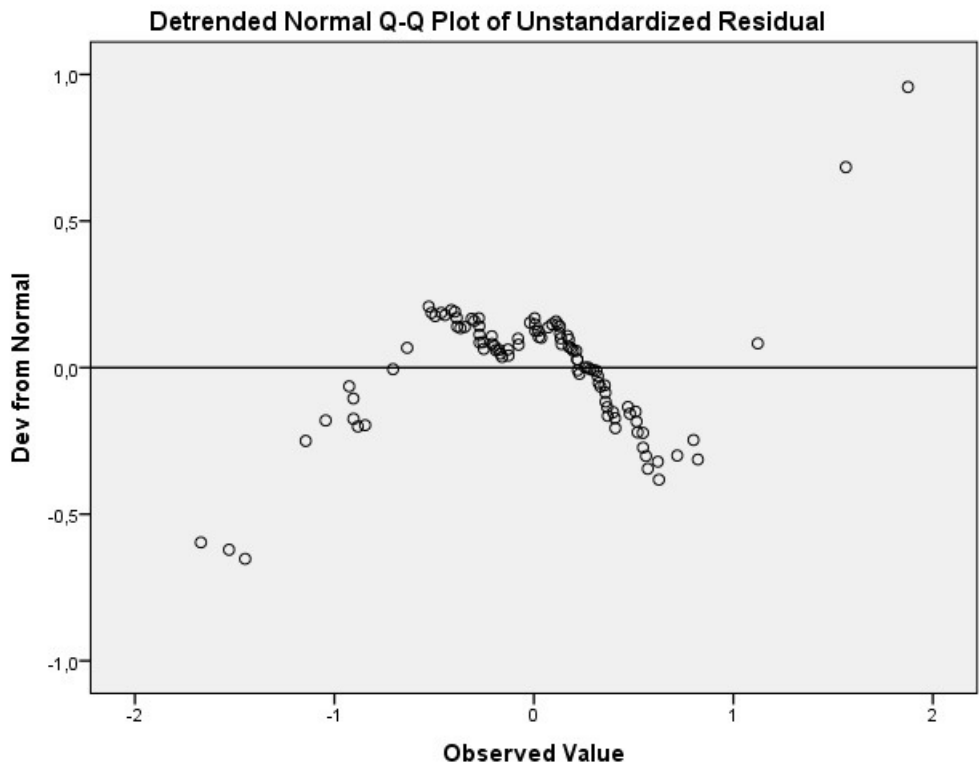
8a: Unstandardized Residual Stem-and-Leaf Plot, Individual

Frequency	Stem & Leaf
3,00	Extremes (= < -1,4)
2,00	-1 . 01
5,00	-0 . 88999
2,00	-0 . 67
6,00	-0 . 444455
15,00	-0 . 222222222333333
10,00	-0 . 0001111111
19,00	0 . 0000000011111111111
19,00	0 . 2222222223333333333
11,00	0 . 444455555555
3,00	0 . 667
2,00	0 . 88
1,00	1 . 1
2,00	Extremes (>= 1,6)

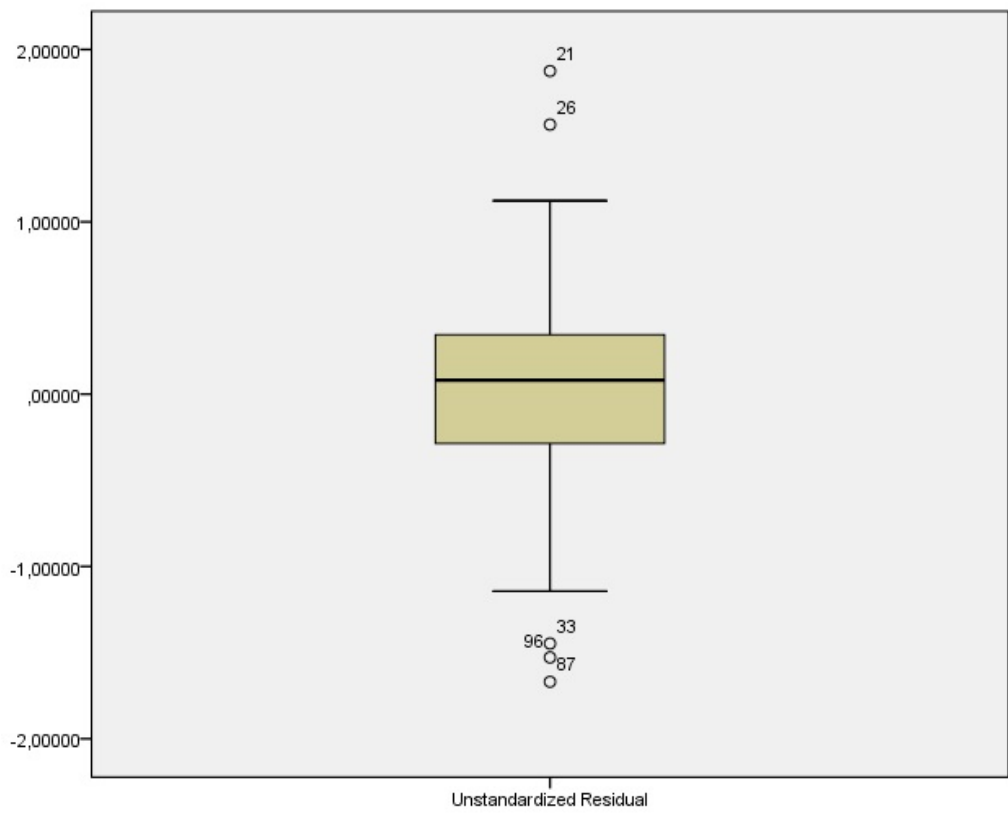
Stem width: 1,00000
Each leaf: 1 case(s)

8b: Unstandardized Residual Charts, INDIVIDUAL





8c: Unstandardized Residuals Box Plot, INDIVIDUAL



Appendix 9: Respondents' One Word Comment

One word important for intercultural-internal communication to be good

	Frequency	Percent	Valid Percent
Respect	18	18,0	18,0
Understanding	13	13,0	13,0
Clarity	9	9,0	9,0
Honesty	5	5,0	5,0
-	4	4,0	4,0
Open	3	3,0	3,0
Trust	3	3,0	3,0
Consideration	2	2,0	2,0
Empathy	2	2,0	2,0
Knowledge	2	2,0	2,0
Noiselessness	2	2,0	2,0
Responsibility	2	2,0	2,0
Responsiveness	2	2,0	2,0
10	1	1,0	1,0
Better access to internet	1	1,0	1,0
Clear message (no coded language)	1	1,0	1,0
Co-operation	1	1,0	1,0
Common understanding of phrases and body language	1	1,0	1,0
Company interest.	1	1,0	1,0
Cordial/tactful	1	1,0	1,0
Courteous	1	1,0	1,0
Cultural awareness	1	1,0	1,0
Education	1	1,0	1,0
Efficient	1	1,0	1,0
Ensure understading	1	1,0	1,0
Equality	1	1,0	1,0
Face to face	1	1,0	1,0
Face to face discussion	1	1,0	1,0
In my working area the face to face meetings are from professional side the best and gives the best value and benefits to the company.	1	1,0	1,0
Language	1	1,0	1,0
Language skills	1	1,0	1,0
Mutual respect	1	1,0	1,0
Non-judgementalness	1	1,0	1,0
Openminded	1	1,0	1,0
Openness	1	1,0	1,0
Patience	1	1,0	1,0
Pethetic	1	1,0	1,0
Professional human resources	1	1,0	1,0
Relationship	1	1,0	1,0
Repeat and acknowledge	1	1,0	1,0
Show interest	1	1,0	1,0
Talking	1	1,0	1,0
Tolerance	1	1,0	1,0
Transparency	1	1,0	1,0
Unity	1	1,0	1,0
Willingness	1	1,0	1,0
Total	100	100,0	100,0

Appendix 10: Respondents' Comment on Online Survey

(Statements are reproduced in their original form. No corrections were performed)

ID 1: *"Very good"*

ID 4: *"The survey is not considering the importance of multicultural training, that, in my opinion is essential in an international society".*

ID 9: *"Most of my 'agree' and 'strongly agree' selections are based off communication in general and not multi-cultural communication. My biggest hurdle communicating with those from other countries, assuming both sides speak English, lies with using terms which either have different meanings or do not exist to other nationalities"*

ID 10: *"It needs to be thought about clearly before answering"*

ID 17: *"A lot of the questions do not apply within the context of intercultural communication. More depth could have been devoted to more challenges (time zone and schedule/holiday planning. Check [URL]"*

ID 22: *"Cleverly designed; interested of the outcome is implemented"*

ID 26: *"I think the questionnaire/answer for this type of survey might be better important/less important instead of agree or disagree. Because most of the answer might not be 'disagree'"*

ID 27: *"Not all questions I can see relation to the subject"*

ID 31: *"Question stated in complicated form"*

ID 33: *"You asked where I was from which I answer UK but I live in the US"*

ID 34: *"Too vague towards the end, difficult to see the purpose of some of the later questions"*

ID 42: *"Quite repetitive/question overlapped. Also a little bit leading in the responses. More open questions/comments may have been better"*

ID 54: *"Good and clear survey! Thanks to you all and good luck!"*

ID 55: *"The statements in the survey are most of the cases statements these is hard to disagree with, believe you will get almost 100% on 'better than somewhat agree' on most statements"*

ID 64: *"Very abstract/general, almost leading, (hard not to agree with the statements the way they are put). Nevertheless, clear"*

ID 75: *"No questions regarding training in intercultural understanding or requirement for it"*

ID 82: *"A definition of 'skills' would be useful"*

ID 92: *"Good luck with your thesis"*

ID 94: *"The survey does not check or ask about the difficulties related to multi culture communications. Such as language problems, different backgrounds effect"*

Appendix 11: Online Survey

Internal Communication in a Multinational Company

Dear employee,

Has anyone asked what is important to you when you are communicating with colleagues from other cultures or nationalities than your own? If you complete this survey, you are assisting me in the search of an answer to that exact question.

The survey is a part of my Master thesis, which I am writing in collaboration with your employer, and the topic is internal communication in a multinational company. The more employees complete the survey, the greater potential for revealing previously unknown tendencies in employee attitudes regarding communicating across cultures.

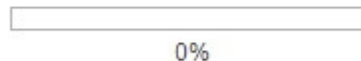
Your contribution will be highly valued and important as you will represent your branch of the organization. There are no right or wrong answers in this survey - it is your opinion that matters.

Responding to this survey should take less than 10 minutes of your time, and it will be highly appreciated if you completed all of the questions. Your anonymity is guaranteed, all responses are treated confidentially and there are no questions of sensitive character.

Please remember - every response counts!

Thank you for assisting me on my way to my Masters degree!

Kind regards,
Merete Hungnes



Tick of one box per question that applies to you/your opinion, or follow the instructions given

Page 1 of 6

1. Gender *

- Male
- Female

2. Age (Please type your age in numbers) *

 *

3. Branch/Department *

- Engineering
- Manufacturing Engineering
- Manufacturing
- Customer Management
- Business Development
- Project Management
- Field Service
- Other (please specify):
- Finance
- SCP&C
- Purchasing
- Quality
- HR
- Commercial
- Clerical

4. Where are you from? Choose country. *

← Drop down menu



17%

← Progress bar

To what level do you agree with the following statements regarding what is important to you to successfully communicate with your culturally different colleagues?

Page 2 of 6

Please tick of the box that best represent your level of agreement

5. "For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important... *

	Strongly disagree	Disagree	Somewhat disagree	No opinion	Somewhat agree	Agree	Strongly agree
... to have intercultural skills"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to be able to adjust to the given communication situation"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to actively participate in the communication"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to show you can put yourself in other people's situation"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to have skills based on practice/real life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... all in all, to have skills in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. "For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important to be informed/conscious about... *

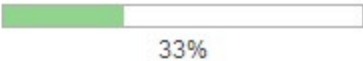
	Strongly disagree	Disagree	Somewhat disagree	No opinion	Somewhat agree	Agree	Strongly agree
... cultural differences"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... differences between those involved in the communication"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the similarities of those involved in the communication"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... group dynamics across cultures"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... you being different"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. "For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important to be familiar with/have knowledge about... *

	Strongly disagree	Disagree	Somewhat disagree	No opinion	Somewhat agree	Agree	Strongly agree
... cultural differences"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the cultures of the people involved in the communication"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the area where those involved come from"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the differences between those involved"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... cultural differences"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the cultures of the people involved in the communication"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the area where those involved come from"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the differences between those involved"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the similarities of those involved"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... group dynamics across cultures"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue Later

Next Page



To what level do you agree with the following statements regarding what is important to you to successfully communicate with your culturally different colleagues?

Please tick of the box that best represent your level of agreement

8. "For the communication between me an my colleagues from other cultures/nationalities to be successful, it is important... *

	Strongly disagree	Disagree	Somewhat disagree	No opinion	Somewhat agree	Agree	Strongly agree
... that employees encourage each other to take responsibility for the communication"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... that this kind of communication is regularly evaluated"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... that taking responsibility is encouraged by the management"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... that employees take responsibility"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... that the management facilitates for employees to take responsibility for this communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. "For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important that... *

	Strongly disagree	Disagree	Somewhat disagree	No opinion	Somewhat agree	Agree	Strongly agree
... all employees of the company share knowledge with each other"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... all employees of the company share experiences with each other"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... all employees of the company can have professional discussions together"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

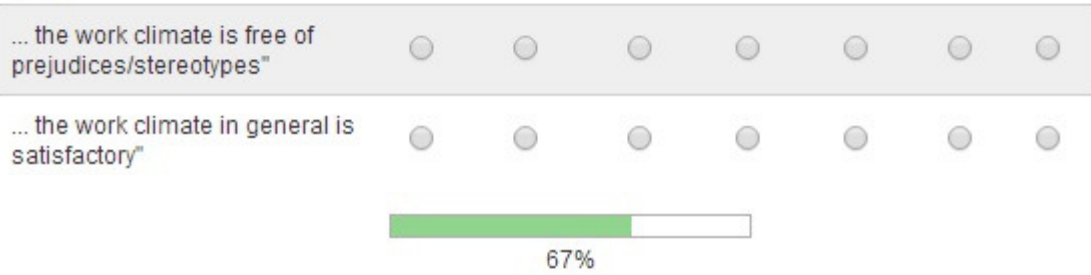
... communication between departments is effective"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I have an established network to communicate with"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... employees are addressed appropriately (sir, ma'am, first vs. last name)"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... employees are dressed appropriately for the situation"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... employees show the correct courtesies (nodding, bowing, shake hands)"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... employees recognize their role in the communication"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the work climate, all in all, is regarded as professional"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what level do you agree with the following statements regarding what is important to you to successfully communicate with your culturally different colleagues?

Please tick of the box that best represent your level of agreement

10. "For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important that... *

	Strongly disagree	Disagree	Somewhat disagree	No opinion	Somewhat agree	Agree	Strongly agree
... I get feedback on my work"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I feel I am being heard"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... motivation is apparent among colleagues"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... enthusiasm is apparent among colleagues"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the management is inspiring"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I feel comfortable while communicating"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the work climate is non-judgmental"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



To what level do you agree with the following statements regarding what is important to you to successfully communicate with your culturally different colleagues?

Please tick of the box that best represent your level of agreement

11. "For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important that I can use... *

	Strongly disagree	Disagree	Somewhat disagree	No opinion	Somewhat agree	Agree	Strongly agree
... telephone calls"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... telephone text messages"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... e-mails"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the company's intranet"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... face to face communication"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... instant messages (IM, chat)"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... printed formats"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... electronic formats"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. "For the communication between me and my colleagues from other cultures/nationalities to be successful, it is important that... *

	Strongly disagree	Disagree	Somewhat disagree	No opinion	Somewhat agree	Agree	Strongly agree
... the communication is free of disruptions (disturbances and noise)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the channel used is efficient"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the communication platform/channel is easy to access"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I can save the information communicated"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I can retrieve the information communicated whenever needed"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I can look/search for the information communicated on my own"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the communication can be restated/repeated for confirmation"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what level do you agree with the following statements regarding what is important to you to successfully communicate with your culturally different colleagues?

Please tick the box that best represent your level of agreement

13. "For the communication between me and my colleagues from other cultures/nationalities to be good ... *

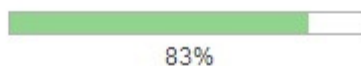
	Strongly disagree	Disagree	Somewhat disagree	No opinion	Somewhat agree	Agree	Strongly agree
... the matter of where responsibility lies has to be clear"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the work environment has to be professional"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the general work climate has to be good"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the choice of channel has to be considered"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... those communicating need to have the right set of skills"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... those communicating have to be aware of and have knowledge about cultural differences"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the intercultural-internal communication, all in all, has to be good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. With one word, state what is important to you for the communication between you and your colleagues from different cultures/nationalities to be successful

15. Any comments on the survey in general or the content of it?

Save and Continue Later

Complete survey



Internal Communication in a Multinational Company

That's it!

Thank you, once again, for taking the time to respond to the survey!

Appendix 12: Codebook

Full Variable Name	SPSS Variable Name	Coding Instruction
User number	UserNo	
Gender	Gender	1 = Male, 2 = Female
Age	Age	In years
Department	Department	1 = Engineering, 2 = Finance, 3 = Manufacturing engineering, 4 = SC&P, 5 = Manufacturing, 6 = Purchasing, 7 = Customer Management, 8 = Quality, 9 = Business Development, 10 HR, 11 = Project Management, 12 = Commercial, 13 = Field Service, 14 = Clerical, 15 = Other
Country	Country	9 = Australia, 32 = Canada, 37 = China, 54 = Egypt, 61 = Finland, 80 = India, 86 = Italy, 88 = Japan, 124 = Namibia, 127 = Netherlands, 134 = Norway, 136 = Pakistan, 143 = Philippines, 144 = Poland, 161 = Singapore, 166 = South Africa, 192 = United Kingdom, 193 = United States
Intercultural skills	skillinter	1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = No opinion, 5 = Somewhat agree, 6 = Agree, 7 = Strongly Agree
Adjusting to the situation	skilladjust	--- >> ---
Participating in communication	skillparticipate	--- >> ---
Empathy	skillempathy	--- >> ---
Skills from practice/real life	skillpractice	--- >> ---
Skills in general	skillgeneral	--- >> ---
Awareness of cultural differences	awarecultdiff	--- >> ---
Awareness of difference between involved	awarebetween	--- >> ---
Awareness of similarities of involved	awaresimilar	--- >> ---
Awareness of group dynamics	awaregroup	--- >> ---
Aware that you are different	awareyou	--- >> ---
Knowledge of cultural differences	knowcultdiff	--- >> ---
Knowledge culture of people involved	knowpeople	--- >> ---
Knowledge of area of involved	knowarea	--- >> ---
Knowledge of difference between involved	knowdifferent	--- >> ---

Knowledge of similarities of involved	knowsimilar	--- >> ---
Knowledge of group dynamics	knowgroup	--- >> ---
Employees encourage each other to take responsibility	respeachother	--- >> ---
Regular evaluation of communication	respevaluated	--- >> ---
Taking responsibility is encouraged by management	respmanagement	--- >> ---
Employees taking responsibility	respemployees	--- >> ---
Management facilitate employees taking responsibility	respfacilitation	--- >> ---
Employees sharing knowledge	proshareknowledge	--- >> ---
Employees sharing experience	proshareexperience	--- >> ---
Employees can have professional discussions	prodiscussion	--- >> ---
Effective communication between departments	proeffective	--- >> ---
Established network to communicate with	pronetwork	--- >> ---
Employees are addressed appropriately	proaddress	--- >> ---
Employees are dressed appropriately	prodresscode	--- >> ---
Employees show correct courtesies	procourtesies	--- >> ---
Employees recognize own role	prorole	--- >> ---
Work climate is professional	proclimate	--- >> ---
Getting feedback	climafeedback	--- >> ---
Being heard	climaheard	--- >> ---
Apparent motivation	climamotivation	--- >> ---
Apparent enthusiasm	climaenthusiasm	--- >> ---
Management is inspiring	climainspiring	--- >> ---
Feeling comfortable communicating	climacomfortable	--- >> ---
Non-judgmental work climate	climanonjudge	--- >> ---
Prejudice/stereotype free work climate	climaprejudice	--- >> ---
Satisfactory work climate in general	climageneral	--- >> ---
Telephone call	channelcall	--- >> ---
Telephone text message	channeltext	--- >> ---
E-mail	channelemail	--- >> ---
Company intranet	channelintranet	--- >> ---
Face to face communication	channelface	--- >> ---
Instant messages, chat	channelchat	--- >> ---
Printed format	channelprint	--- >> ---
Electronic format	channelelectronic	--- >> ---
Channel free of disruptions, disturbances, noise	channeldisruption	--- >> ---

Channel used is efficient	channelefficient	--- >> ---
Platform/channel easy to access	channelaccess	--- >> ---
Communication can be saved	channelsave	--- >> ---
Communication can be retrieved	channelretrieve	--- >> ---
Opportunity to search for information	channelsearch	--- >> ---
Communication can be restated/repeated for confirmation	channelconfirm	--- >> ---
Clear where responsibility lies	respclear	--- >> ---
Professional work environment	proenvironment	--- >> ---
Good work climate	climagood	--- >> ---
Consideration of channel	channelconsider	--- >> ---
Right set of skills	skillright	--- >> ---
Awareness and knowledge of cultural differences	awareknow	--- >> ---
Intercultural-internal communication must be good	iicgood	--- >> ---
One word important for intercultural-internal communication to be good	oneword	Open-ended question
Respondent comment on survey	comment	Open textbox
Organizational	Organizational	Summated dependent variable
Individual	Individual	Summated dependent variable
Cultural Familiarity	Cultural_Familiarity	Summated independent variable
Atmosphere	Atmosphere	Summated independent variable
Channel Feature	Channel_Feature	Summated independent variable
Transparency	Transparency	Summated independent variable
Collegial Interactions	Collegial_Interaction	Summated independent variable
Presentation	Presentation	Summated independent variable

Appendix 13a: Cover Letter

Dear employees,

My name is Merete Hungnes and I am a student at Aalsund University College in Norway, currently writing my Master Thesis. This thesis will attempt to uncover previously unknown tendencies of employee attitudes towards what is important to *employees* when communicating with their culturally different colleagues. I have been given the incredible opportunity to use the employees of [company name] as the pool to collect the data I need to find the answers my thesis seeks.

You are hereby invited to make an important contribution to my research, simply accomplished by completing the online survey found in the URL provided. All I ask is less than 10 minutes of your time, and I would value it immensely if you took the time to complete the survey entirely. I will not be able to identify you, the survey is completely confidential and I will not be asking for information of sensitive character.

I sincerely thank you in advance for assisting me with my research.

Kind regards,
Merete Hungnes

Appendix 13b: Reminder Letter

A Reminder,

A few weeks ago you hopefully received an invitation to participate in a survey regarding what employees of a multinational company perceive as important when communicating with their culturally different colleagues.

If you already have completed this survey, I thank you for your assistance, and you may ignore the message underneath.

I have not been able to retrieve sufficient numbers of respondents to properly perform the analyses I intend. Therefore, I must once again ask you to contribute less than 10 minutes of your time to complete the survey, reached by the URL below. If I get the number of respondents I hope for, the results of the analyses I can conduct have great chances of benefiting you and your colleagues.

Every contribution is of vital importance for the continuation of me finishing my Master thesis. I kindly ask you to do this no later than Thursday 8th of May, as the data collected will be processed from Friday on.

I truly appreciate you taking the time to participate.

Kind regards,
Merete Hungnes